DOCUMENT RESUME

ED 332 050 CE 058 104

TITLE	Vocational Home Economics Education. Curriculum Standards K-12. Revised.
INSTITUTION	Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.
PUB DATE	Oct 90
NOTE	162p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Career Education; Child Development; Child Rearing; Clothing Instruction; *Consumer Education; *Course Content; Day Care; *Decision Making Skills; Elementary Secondary Education; Entry Workers; Family Health; Family Life Education; Food; Food Processing Occupations; Food Service; *Home Economics; Home Furnishings; Homemaking Skills; Home Management; Housing; Job Skills; *Occupational Home Economics; Parenthood Education; Program Content; *State Standards; Textiles Instruction
IDENTIFIERS	Delaware

ABSTRACT

These State Curriculum Standards for Vocational Home Economics Education combine vocational home economics content with the development of decision-making skills in solving real life problems. They offer students the opportunity to study the home and family, develop entry-level job skills, and learn higher order thinking skills. The curriculum standards are categorized into consumer and homemaking education and occupational home economics. Consumer and homemaking education is further divided into comprehensive consumer and homemaking education (levels I-III); child development, care, and guidance; clothing and textiles (levels I-III and special needs); consumer education (levels I-III); exploratory homemaking; family/individual health; family living and parenthood education; food and nutrition (levels I-III); home management (levels I-II); and housing, home furnishings, and equipment. Occupational home economics is divided into child care and guidance management and services (levels I-III); clothing, apparel, and textiles management, production, and services (exploratory, levels I-III); food production, management, and services (levels I-III); and food service (levels I-II). A brief description of the instructional program is provided. Areas in which the program will provide instruction are correlated with expectations for students. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

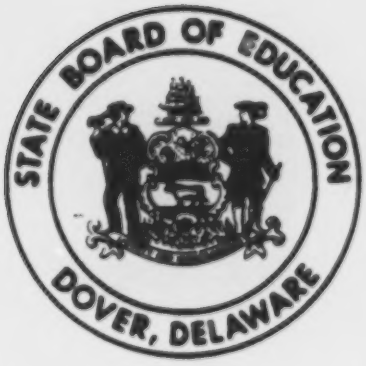
CE

ED332050

VOCATIONAL HOME ECONOMICS EDUCATION

CURRICULUM STANDARDS

K-12



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. L. Spartz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Delaware Department of Public Instruction

Revised October, 1990

CE058104

BEST COPY AVAILABLE

The Delaware Department of Public Instruction does not discriminate in employment or educational programs, services or activities, based on race, color, national origin, sex, age, or handicap in accordance with the State and Federal laws. Inquiries should be directed to Department of Public Instruction, Business and Personnel Manager, P.O. Box 1402, Dover, Delaware 19903, Area Code (302) 739-4605.

This publication is available in microfiche from the Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, Delaware 19903, and printed in the U.S.A.

This publication was developed by the Department of Public Instruction, Vocational Education Division, and was funded in part through a grant from the United States Department of Education.

Document No. 95-01/90/09/05

VOCATIONAL HOME ECONOMICS EDUCATION

CURRICULUM STANDARDS

K-12

Gertrude S. Clemmons, State Supervisor
Home Economics and Health Related Occupations

The Delaware Department of Public Instruction
Vocational Education Division

Revised October, 1990

DELAWARE STATE BOARD OF EDUCATION

Paul R. Fine, *President*
Wilmington

Kent S. Price, *Vice-President*
Milton

Arthur W. Boswell
Wilmington

Howard E. Cosgrove
Newark

Richard M. Farmer
New Castle

R. Jefferson Reed
Dover

Dorothy H. Smith
Townsend

William B. Keene, *Secretary*

Officers of the Department of Public Instruction

Townsend Building
P.O.Box 1402
Dover, Delaware 19903

William B. Keene
State Superintendent

James L. Spartz,
Deputy State Superintendent for Administration

Robert E. Schiller
Deputy State Superintendent for Instruction

Henry C. Harper
Executive Assistant

Primo V. Toccafondi, *Assistant State Superintendent*
Instructional Services Branch

TABLE OF CONTENTS

Foreword i

Acknowledgments ii

Introduction iii

		Section #	Page #
CONSUMER AND HOMEMAKING EDUCATION			
20.0101	Comprehensive Consumer and Homemaking Education		
	Level I	1-7	1-8
	Level II	1-11	9-20
	Level III	1-11	9-20
20.0102	Child Development, Care and Guidance	1-8	21-28
20.0103	Clothing and Textiles		
	Level I	1-7	29-32
	Level II	1-11	33-34
	Level III	1-11	35-38
	Special Needs	1-4	39-42
20.0104	Consumer Education		
	Level I	1-3	43-46
	Level II	1-4	47-50
	Level III	1-4	51-54
20.0105	Exploratory Homemaking	1-11	55-66
20.0106	Family Individual Health	1-6	67-72
20.0107	Family Living and Parenthood Education	1-10	73-82
20.0108	Food & Nutrition		
	Level I	1-5	83-88
	Level II	1-5	89-94
	Level III	1-6	95-100
20.0109	Home Management		
	Level I	1-4	101-104
	Level II	1-4	105-108
20.0110	Housing, Home Furnishings and Equipment	1-5	109-114
OCCUPATIONAL HOME ECONOMICS			
20.0201	Child Care and Guidance Management and Services		
	Level I	1-5	115-120
	Level II	1-5	121-126
	Level III	1-4	127-130

		Section #	Page #
20.0301	Clothing, Apparel, and Textiles Management, Production, and Services		
	Exploratory	1-2	131-132
	Level I	1-2	133-134
	Level II	1-3	135-138
	Level III	1-4	139-142
20.0401	Food Production, Management and Services		
	Level I	1-6	143-148
	Level II	1-6	149-154
	Level III	1-3	155-158
20.0406	Food Service		
	Level I	1-2	159-162
	Level II	1-3	163-166

Foreword

In order to understand the role and purpose of Vocational Home Economics Education within the secondary schools in Delaware it is important to have an understanding of changing societal conditions that are affecting the development of individuals within the home and family. The conditions are impacting all members of society. The most significant of these critical conditions are change, diversity and choice. Therefore, it is important that curriculum and instruction in Vocational Home Economics Education be designed and implemented to coincide with what is happening in our current and emerging society.

One of the challenges in Vocational Home Economics Education is to help students assess information and apply it, through a practical reasoning process, to help solve individual and family problems. It is also a challenge to sort out sound and scientific information from the myths and fads of the moment.

The State Curriculum Standards for Vocational Home Economics Education combines vocational home economics content with the development of decision-making skills in solving real-life problems. These Curriculum Standards offer students the opportunity to study the home and family; develop entry-level job skills; and to learn higher order thinking skills. These skills enable students to examine value questions, determine alternative solutions and consequences and make reasoned decisions. Students need these skills because of the increasing change and complexity within our families, culture and society.

Delaware's Vocational Home Economics Education programs are designed to develop SKILLS FOR LIFE!

Acknowledgments

This document has been prepared under the leadership of the Department of Public Instruction with the cooperation of the Vocational Home Economics educators representing Delaware's local school districts and post-secondary institutions. Gratitude is expressed to the numerous individuals who contributed to encouraging, writing, editing and preparing this publication. Special appreciation is given to the writing team members:

Marie Allen	Stanton Middle School, Red Clay Consolidated School District
Karen Cook	Glasgow High School, Christina School District;
Marion Evans	Howard Career Center, New Castle County Vo-Tech School District
Pauline Ellis	William Penn High School, Colonial School District;
Carol Hurley	Selbyville Middle School, Indian River School District;
Estelle Irving	Mt. Pleasant High School, Brandywine School District;
Deborah Amsden Micklos	Talley Jr. High School, Brandywine School District;
Dorothy Mitchell	Dover Central Middle School, Capital School District;
Colleen Moore	Laurel High School, Laurel School District;
Rena Newell	Lake Forest High School, Lake Forest School District;
Brenda Orr	Redding Middle School, Appoquinimink School District;
Trudy Reichelt	D.A.F.B. Middle School, Caesar Rodney School District;
Joan Schoch	McKean High School, Red Clay Consolidated School District;
Sherrena Williams	Lake Forest High School, Lake Forest School District;
Lynn Wright	Mt. Pleasant High School, Brandywine School District;
Nancy H. Ford	Nutrition Education & Training, Dept. of Public Instruction
Dr. Roma Hanks	College of Human Resources, University of Delaware
Dr. Mary Lou Liprie	College of Human Resources, University of Delaware
Dr. Hester R. Stewart	College of Human Resources, University of Delaware
Anne W. Smith	Department of Home Economics, Delaware State College

and

Sue E. Harris-Hunt	Vocational-Technical Education Division, Department of Public Instruction

Our appreciation is given to the states who provided their curriculum standards and guides for review. Special thanks is given to the states of Colorado, Indiana, Illinois, Minnesota, New Jersey, New York, North Dakota, Ohio, Pennsylvania,Virginia and West Virginia for their cooperation and openness in sharing their standards and curriculum materials to improve Delaware's Vocational Home Economics programs.

Gertrude S. Clemmons
State Supervisor - Home Economics/
Health Related Occupations
Vocational-Technical Education Division
Department of Public Instruction

INTRODUCTION

Vocational Home Economics has the objective of the improvement of the quality of home and family life, as well as preparing adolescents and adults for occupations based on home economics skills. Instructional programs in ***clothing, apparel, and textiles; consumer education; family life education and child development; food and nutrition; and housing, home furnishings, and equipment*** are offered in middle level and high schools. Vocational home economics programs can prepare men and women for leadership roles in their communities, help them plan for combining work and family roles, and lead to exciting careers. Employment opportunities are available with high school preparation, college degrees, and advanced study.

Clothing, Apparel and Textiles. Think about the things around you that are made of textiles -- clothing, rugs, upholstery, bedding, flags, and banners. Most of these items are expensive and need some special care. All of the attention that is currently being given to clothing care is due in part to the variety of fibers (i.e., cotton, nylon, polyester) combined with the wide number of methods of apparel construction being used today. Home Economics courses in clothing and textiles often focus on selection of clothing that will fit, flatter and be appropriate for different occasions. Students can develop skills that help them decide when to purchase clothing and when to construct it themselves.

Clothes can become more than a hobby, though, they can become such careers as: *Pattern Designer, Textile Specialist Buyer Clothing Alterations Entrepreneur, Salesperson, and Fashion Coordinator.*

Consumer Education. Personal and business finances are becoming more complex every day. It no longer is enough just to balance one's checkbook. One needd to have an understanding of interest rates, credit histories, and inflation to make the most of your paycheck. Not only are you responsible for your own finances, but employers are increasingly requiring employees to have a general understanding of economic issues and how they effect their business. Classes in Home Economics can teach students how to be smart consumers in a rapidly changing market, develop some ability to use the decision making process, and become acquainted with some ways to provide family security. Students can learn about different methods of making purchases, how to recognize resources available for personal and family use, and the differences between wants and needs.

Consumer Education highlights careers such as: *Consumer Advisor Consumer Affairs Representative Credit Counselor, Financial Planner, Customer Relations Manager, and Personal Shopper.*

Family Life Education and Child Development. American family life is changing. Many of today's children live in single parent families or in households with two working parents. Nurturing and educating children has become a booming industry and the need for quality elder care is just beginning to be recognized. Home Economics classes provide experiences to help students understand universal functions of the family as well as similarities and differences in family patterns of different cultures, family communication styles, and family decision making. Other topics which may be covered include: interpersonal relationships, human sexuality, dating, marriage and other life course transitions.

Careers focussing on family life and child development include: *Youth Services Worker Group Home Director Recreation Leader, Early Childhood Teacher Family Day Care Provider Adult Day Care Employee and Family Therapist.*

Food and Nutrition. "Recommended daily allowance, "high fiber/low fat," "fortified with vitamins," "hydroponically grown" -- these are just a few of the terms confronting consumers in grocery stores, delicatessens, and gourmet shops, or as part of television food advertising. Have you ever wondered what "less than 2% of RDA for this nutrient" meant when you read the ingredients of your favorite snack food? These and other questions are constant reminders of the increased attention being paid to our personal eating habits. Home Economics classes can help students learn more about nutrition -

- how the body uses food -- and about food preparation, food choices and selection, food safety, family food traditions, and ethnic and family customs.

Some careers focusing on nutrition and food preparation are: *Food Service Supervisor, Dietician Food Editor, Hotel Manager, Nutritionist Chef, Restaurant Entrepreneur, Food Product Developer.*

Housing, Home Furnishings and Equipment. Outside of work, Americans spend most of their leisure time relaxing at home. Parenting and family living are centered in the home environment. Housing provides the setting for the physical, social and emotional development of individuals and their families. Home Economics courses in housing focus on such concerns as human factors which influence the types and uses of housing, basic principles of design, principles of safety in the placement and use of home furnishings and equipment, and the problems of people in securing housing. These courses can help students in planning for the selection of furnishings, equipment, and housing in relation to family and individual needs.

Some of these careers in Housing and Interior Design are: *Commercial Designer Interior Designer Kitchen Designer Interiors Merchandiser or Real Estate Salesperson.*

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
CONSUMER AND HOMEMAKING EDUCATION)
20.0101 Comprehensive Consumer and Homemaking Education
Level I

20.0101 **Comprehensive Consumer and Homemaking Education** — an instructional program that prepares individuals for the occupation of homemaker. Includes instruction in all home economics subject matter areas concerned with the economics, social and cultural conditions, needs of individuals and families, and emphasizes the basic principles and interrelationships among these areas.

The program will provide instruction in:	The student will be expected to:
A. Consumer education and resource management.	
1. Decision making and management process.	1.1 Identify evaluate and apply the steps in the decision making process.
	1.2 Analyze the relationship of decision making to consumer choices.
	1.3 Relate purchasing decision to wants, needs, goals and values.
	1.4 Analyze the relationship of values, goals, resources, and standards to consumer choice.
	1.5 Classify and prioritize wants and needs.
	1.6 Identify resources and their effect on personal consumer choices.
	1.7 Demonstrate the principles of effective methods of using resources.
	1.8 Demonstrate use of management principles to organize personal activities.

2.	Consumerism as it relates to the appropriate unit.	2.1 Identify the principles and state examples of supply and demand.
		2.2 Analyze factors that influence shopping practices.
		2.3 State ways consumer information can be used to make purchasing decisions.
		2.4 Generate a rationale for comparison shopping practices.
		2.5 Demonstrate rules for smart shopping practices.
		2.6 Identify legal rights for the consumer.
		2.7 Identify responsibilities of the consumer.
		2.8 Identify fraudulent and deceptive practices.
		2.9 State the types and purposes of buying guides.
		2.10 Define and explain the purpose of contracts and warranties.
		2.11 State the definitions of consumer protection agencies.
		2.12 Identify purposes and services of consumer protection agencies.
3.	Credit.	3.1 State the definition of consumer credit.
		3.2 Recognize credit as a resource that is purchased.
		3.3 Identify reasons for using credit.
4.	Advertising.	4.1 Explain the role advertising plays in the free enterprise system.
		4.2 Identify the components of effective advertisements.
		4.3 Analyze the components of advertisement for "puffing".

B. Human development

1.	Self-understanding.	1.1 Define self-concept, personality and changes that occur throughout life.
		1.2 Identify characteristics that contribute to the uniqueness of individuals.
		1.3 Identify means of meeting basic human needs.
2.	Family Living.	2.1 Explain the characteristics and functions of the family.
		2.2 Discuss teenage peer relationships.
		2.3 Describe different types of love.
		2.4 Demonstrate effective listening skills in reference to the communication process.
		2.5 Evaluate the role of dating and courtship toward meeting the developmental tasks of individuals. Discuss the role of peer relationships as it may develop to a parenting role.
		2.6 Discuss the stages in the family life cycle as they relate to the course.
		2.7 Analyze the influence of sex bias an stereotyping of family roles.
3.	Child Development.	3.1 Describe the principles of good prenatal care.
		3.2 Recognize the importance of birth control.
		3.3 Generate a general explanation of developmental growth patterns. Discuss development as it pertains to intellectual, emotional, social and physical growth during various life stages.

C. Interior Living		
1. Social-psychological influences.	1.1	Discuss psychological social and cultural influences of choice.
2. Furnishing and equipment.	2.1	Examine the criteria for selecting furnishings and equipment.
	2.2	Demonstrate the principles of room arrangement for attractiveness, efficiency and usability.
3. Aesthetics and the living environment.	3.1	Identify the use of elements and principles of design as they relate to lifestyles and personality
D. Food and nutrition.		
1. Significance of food.	1 .1	Identify social, psychological and physical factors that affect family food choices.
	1.2	Evaluate influences upon personal eating habits.
	1.3	Demonstrate appropriate social etiquette.
2. Consumer aspects (also refer to consumerism A-2).	2.1	Analyze information found on food labels.
	2.2	Compare unit costs when shopping for food.
	2.3	Explain effective shopping and marketing techniques.
	2.4	Evaluate advertising used by various types of food retailers.
	2.5	State advantages and disadvantages of generics, house brands, coupons and trading stamps.

3. Nutrition.	3.1 State the reason why the body needs food and the importance of a well balanced diet.
	3.2 Discuss the relationship of nutritional status to health and self-image.
	3.3 Identify food groups categorize food within each group.
	3.4 Identify food nutrients and their function.
	3.5 List factors that influence calorie needs and/or nutritional needs.
4. Meal Management.	4.1 Use basic food groups as a daily guide to plan meals.
	4.2 Use of principles for meal and menu planning.
	4.3 Plan and demonstrate appropriate.
	4.4 Plan a time schedule for preparing a meal.
	4.5 Compare time and cost factor for convenience foods, fast foods and food prepared by traditional method.
	4.6 Select tableware for meals and use rules for correct table setting for simple meals.
5. Food preparation.	5.1 Demonstrate safety and sanitation procedures to follow in the kitchen.
	5.2 Discuss first aid measures for minor kitchen injuries.
	5.4 Demonstrate the correct use and care of kitchen equipment, tools, and utensils.
	5.5 Demonstrate correct measuring techniques.
	5.6 Use equivalent measurements to convert recipe yields.
	5.7 Identify foods that need refrigeration and proper methods to store left-over food.
	5.8 Demonstrate principles of cookery through different food groups.

E. Textiles and apparel.

1. Socio-psychological aspects of clothing.	1.1 Analyze the relationship between clothing, behavior and social expectations.
	1.2 Analyze grooming and clothing factors affecting personal appearance.
	1.3 Evaluate factors affecting clothing selection
2. Wardrobe planning.	2.1 State factors that influence wardrobe planning.
	2.2 Evaluate design principles.
3. Fashion.	3.1 Analyze styles, fashions and trends in clothing.
4. Consumer aspects.	4.1 Identify legislation that has impacted upon the textile and apparel industry.
	4.2 Demonstrate rules for comparative shopping.
	4.3 Identify the influences of advertising.
5. Textiles.	5.1 Relate fiber properties to intended use.
	5.2 Evaluate fabric construction to intended use.
	5.3 Identify characteristics of fabric finishes.
6. Textile product care.	6.1 Discuss government standards and care labels.
	6.2 Discuss correct procedures to use when laundering textile products.
	6.3 Demonstrate procedures to follow when ironing textile products.

7. Repair and construction.	7.1 Demonstrate proper use and care of the sewing machine.
	7.2 Demonstrate proper use and care of essential sewing and pressing equipment.
	7.3 Construct a simple wearing apparel or other item using a pattern and sewing machine.
	7.4 Demonstrate the repair of clothing.
F. Occupational/careers.	
1. Occupations/careers.	1.1 Identify career opportunities related to expertise in the areas of home economics related areas.
	1.2 List qualities contributing to employability.
G. Vocational Student Organizations.	
	1.1 Participate in a vocational organization.
1. Vocational student organization membership.	1.2 Identify the advantages of participating in a vocational student organization
	1.3 Participate as a member of a vocational student organization
	1.4 Participate regularly in chapter meetings and activities at the state and local levels.
	1.5 State the purposes of the organization.
	1.6 Recite the Creed and interpret it.
	1.7 Plan and conduct the "Power of One" project.
2. Development of leadership skills through VSO and related activities.	2.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(CONSUMER AND HOMEMAKING EDUCATION)
20.0101 Comprehensive Consumer and Homemaking Education
Level II

20.0101 Comprehensive Consumer and Homemaking Home Economics — an instructional program that prepares individuals for the occupation of homemaker. Includes instruction in all home economics subject matter areas concerned with the economics, social and cultural conditions, needs of individuals and families, and emphasizes the basic principles and interrelationships among these areas.

The program will provide instruction in:	The student will be expected to:
A. Consumer education and resource management	
1. Decision making process.	1.1 Use the decision making process to help determine and meet individual and family goals and needs.
	1.2 Relate the impact of values and goals upon family decision making.
	1.3 Identify ways values and goals are related to the use of resources.
	1.4 Apply decision making process for central decisions.
	1.5 Differentiate between social and economic decision making.
2. Management process.	2.1 Demonstrate the principles for managing the personal living environment.
	2.2 Develop a plan for reaching individual goals
	2.3 Compare use of time, energy, and money in meeting needs and goals.
	2.4 Identify resources, economic and non-economic, available for financial planning.
	2.5 Analyze factors that influence money management decisions.

		2.6 Evaluate the role of decision making in management.
3.	Consumerism.	3.1 Explain the concept of the free enterprise system in the U.S.
		3.2 Identify basic characteristics of the American economy.
		3.3 Identify important principles on which our economic system is based.
		3.4 Evaluate the impact of consumer choices on personal finances, on business and on the economy.
		3.5 Explain the difference between a productive and consumptive society.
		3.6 Generate a description of how resources are used in the production of goods and services.
		3.7 Identify ways resources can be conserved.
		3.8 Define the word inflation.
		3.9 Analyze the role inflation plays in our economic system.
		3.10 List problems caused by inflation.
		3.11 Identify differences between inflation and deflation.
		3.12 Identify and describe the types of taxes in the U.S.
		3.13 Identify agencies that protect and serve consumers.
		3.15 Describe the role of community agencies in consumer protection.
		3.16 Identify procedures a consumer should follow when product performance does not meet expectations.

		3.17 Describe the steps in carrying out a consumer complaint.
4.	Credit.	4.1 Analyze personal credit worthiness based on character, capital and capacity.
		4.2 Identify factors that affect credit rating.
		4.3 Analyze the use of credit regarding present and future wants and income of the family.
		4.4 Identify types, sources and relative cost of credit.
		4.5 Describe appropriate procedures in obtaining credit and repaying credit loans.
		4.6 Demonstrate the ability to compute interest on loans.
		4.7 Identify current legislation and regulations concerning consumer credit.
5.	Advertising.	5.1 Describe advertising techniques of the marketplace that influence personal and family buying decisions.
		5.2 Identify influences of advertising on the consumer.
		5.3 Identify influences of advertising on the consumer.
		5.4 Categorize stereotyping in advertising.
6.	Insurance.	6.1 Describe the function and purpose of insurance.
		6.2 Identify various types of insurance and describe the area of protection each provides.
		6.3 Analyze the family's insurance needs in relation to various life cycle stages.
		6.4 Identify the correct procedure for obtaining insurance.

7. Savings and investing.	7.1	Identify ways, places and reasons to save and invest for different purposes.
	7.2	Compare available saving and investment plans.
B. Housing, home furnishings and equipment.		
1. Socio-psychological aspects of housing.	1.1	Evaluate the function and purpose of housing for the individual.
	1.2	Analyze factors influencing housing needs for families and individuals in varying circumstances.
	1.3	Evaluate human and environmental factors to determine housing needs.
	1.4	Categorize special needs of the elderly and handicapped.
2. Consumer aspect of housing.	2.1	Identify alternatives for housing and criteria for selection.
	2.2	Determine available sources of costs of financing housing.
	2.3	List sources of obtaining consumer information for housing, furnishings and equipment.
	2.4	Demonstrate ways to conserve resources in the living environments.
3. Furniture and equipment.	3.1	Identify furniture and equipment needs for various stages of the family life cycle.
	3.2	Establish criteria for selecting and buying furnishings and equipment.
	3.3	Demonstrate the proper use and care of furnishings and equipment.
	3.4	Apply safety rules to storage areas and home.
	3.5	Design pleasing area arrangements.

	4. Aesthetics and the living environment.	4.1 Analyze design principles and theory influencing interior design.
		4.2 Evaluate housing floor plans.
		4.3 Determine lighting and wiring factors related to a house plan.
		4.4 Identify the purpose and meaning of symbols and abbreviations used in blue prints.
		4.5 Plan for meeting budgetary constraints when decorating the home.
	5. Care and maintenance of the home.	5.1 Summarize routine care and maintenance of home care tasks.
		5.2 Identify factors to consider when various types of home repair are needed.
	6. Housing trends and issues.	6.1 Analyze housing trends and issues in contemporary and past society.
C.	Food and nutrition.	
	1. Significance of food.	1.1 Identify physical, psychological, social, economic, and geographical reasons for food choices.
		1.2 Identify cultural variations in menus and meal service.
	2. Consumer aspects of food and nutrition.	2.1 Identify shopping trends that impact family food costs.
		2.2 Analyze the role of advertising on family food purchase.
		2.3 State influences of value upon food selection.
		2.4 Identify food additives.
		2.5 Recognize government agencies that regulate business or agriculture or protect consumers.
		2.6 Explain procedures in registering a consumer complaint.

2. Consumer aspects of food and nutrition. (Cont'd.)	2.7	Develop food budgets for families of varying sizes, income levels, and nutritional needs.
	2.8	Compute meal costs.
	2.9	Explain how food distribution systems affect food costs and choices.
3. Nutrition.	3.1	Identify the effects of specific nutrient deficiencies.
	3.2	Identify the effects of stress, alcohol, and drugs, on nutritional status.
	3.3	Identify nutrient requirements across the life cycle.
	3.4	Use U.S. recommended daily allowance to evaluate adequacy of dietary patterns.
	3.5	Explain reasons for weight loss and weight gain.
	3.6	Compare weight gain and loss methods as to nutrient risk.
	3.7	Identify nutritional needs of individuals in special categories.
	3.8	Identify services provided by local, state, and federal agencies.
	3.9	Demonstrate the process to locate valid sources of nutrition information.
	3.10	Evaluate dietary patterns in terms of short and long range health implications.
4. Meal Management.	4.1	Plan meals for the family to conserve time, energy and fuel.
	4.2	Use rules for correctly writing menus.
	4.3	Organize work habits toward saving of motion.
	4.4	Identify types of table service according to need and demonstrate rules for each.
	4.5	Demonstrate rules for table settings for various situations.

	5. Food preparation.	5.1 State rules for care and use of large and small kitchen appliances.
		5.2 Interpret and follow recipe.
		5.3 Identify and use basic recipe terms, abbreviations, equivalents and substitutions.
		5.4 Select, compare and prepare meats and foods containing meats.
		5.5 Select, prepare and evaluate quick bread variations.
		5.6 Plan, prepare, serve and evaluate sauces.
		5.7 Select, prepare and evaluate vegetables.
		5.8 Select, prepare and evaluate cakes and frostings.
		5.9 Apply rules for correct food storage to insure safety and sanitation.
D.	Human development, family living and parenthood education.	
	1. Self-understanding.	1.1 Identify examples of maturity as a process of changing from total dependence to degrees of independence.
		1.2 Identify factors that influence individual development and maturity.
		1.3 Identify ways that the family contributes to the development of its members.
	2. Personal decision making.	2.1 Demonstrate skills in the decision making process in a group situation.
		2.2 Relate societal, cultural and economic changes to decisions made in the family.

3. Communication and interpersonal relationships.	3.1 Analyze factors in building healthy interpersonal relationships.
	3.2 Identify methods which nurture the marital relationship.
	3.3 Develop alternative solutions to interpersonal conflicts based on adequate knowledge of another person's values, needs, and feelings.
	3.4 Analyze family interaction patterns.
	3.5 Demonstrate techniques to promote effective family communication.
	3.6 Identify ways to promote effective family communication.
	3.7 Apply communication skills in the resolution of family conflicts.
4. Preparation for marriage and family living.	4.1 Generate realistic expectations of marriage.
	4.2 Examine ways that an individual can prepare for multiple roles in adulthood.
	4.3 Analyze family laws and customs.
	4.4 Evaluate factors to consider when selecting a mate.
	4.5 Evaluate the purpose of marriage and family life.
5. Family management.	5.1 Describe problems, rewards, and adjustments in the family over the life cycle.
	5.2 Evaluate changes in the family over the life cycle.
	5.3 Identify types of family life styles and responsibilities of each.
	5.4 Analyze factors that influence the type of family lifestyle chosen.

	5. Family management (cont'd.)	5.5 Identify family crisis situations that cause stress.
		5.6 Analyze ways to cope with stress and crisis, both personal and family.
	6. Development care and guidance of children.	6.1 Analyze and demonstrate care techniques to meet the basic needs of children.
		6.2 Identify and evaluate factors that have a positive and negative influence on the child's development.
		6.3 Analyze principles of development of the child from toddler age through five years.
E.	Textiles and apparel.	
	1. Socio-psychological aspects of clothing.	1.1 Analyze the effects clothing has upon feelings of personal worth and social acceptance.
		1.2 Identify the function of clothing to enhance and promote a positive self-concept.
		1.3 Evaluate the effects of peer pressure on clothing selection.
	2. Physical well-being and enhancements.	2.1 Evaluate appropriateness of clothing for various occasions.
		2.2 Identify clothing needs and plan for basic wardrobe.
		2.3 Demonstrate use of rules for selecting grooming aids.
		2.4 Demonstrate use of rules for grooming techniques.
	3. Wardrobe planning.	3.1 Compare wardrobe needs of family members with their various roles.
		3.2 Assess wardrobe needs at various stages of the life cycles.
		3.3 Identify factors to consider in managing a wardrobe.

4. Fashion.	4.1 Relate the role of the apparel and fashion industry to the consumer impact on fashion trends.
	4.2 Analyze origin of fashion and fashion cycles.
	4.3 Identify the role of fashion accessories and the effect upon the marketplace.
5. Consumer aspects of clothing.	5.1 Assess the importance of regulation on consumer protection in apparel and textiles.
	5.2 Identify laws, policies and regulations related to the apparel industry.
	5.3 Devise a list of agencies that provide consumer protection services.
	5.4 Relate clothing consumption patterns to the economic limitations of the family.
6. Textiles.	6.1 Identify textile products at the various stages of the production cycle.
	6.2 Relate the properties of textile fibers and blends to their use and care.
7. Textile product care.	7.1 Interpret and use information required in textile product care labels.
	7.2 Demonstrate proper hand laundering procedures.
	7.3 Demonstrate use and care for ironing or pressing special garments and textiles.
8. Apparel repair and construction.	8.1 Demonstrate use and care of the sewing machine, sewing equipment and pressing equipment.
	8.2 Evaluate fabric choices according to pattern guide the construction of a garment.
	8.4 Construct a clothing item that contains one or more advanced construction techniques.

	8. Apparel repair and construction. (Cont.d.)	8.5 Evaluate ready-made garments for alteration feasibility.
		8.6 Demonstrate skills needed for basic garment alteration.
F.	Occupations and careers.	
	1. Occupations and careers.	1.1 Identify career ladders in areas related to home economics related occupations.
		1.2 Identify personal traits needed for success in various home economics related jobs.
		1.3 Compare skills, competencies and training needed for various home economics related jobs.
G.	Vocational student organizations.	
	1. Vocational student organizations.	1.1 Participate in vocational organization.
		1.2 Identify the advantages of participating in vocational student organizations.
		1.3 Participate as a member of a vocational student organization.
		1.4 Participate regularly in chapter meetings and activities at the state and local levels.
		1.5 State the purpose of the organization.
		1.6 Recite the Creed and interpret it.
		1.7 Plan and conduct the "Power of One" project.
	2. Development of leadership skills through VSO and related activities.	2.1 Demonstrate leadership development in: a. Social and interpersonal skills b. Oral and written communication c. Organization and management skills. d. Civic responsibilities. e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(CONSUMER AND HOMEMAKING EDUCATION)
20.0102 Child Development, Care and Guidance

20.0102 **Child Development, Care and Guidance** — an instructional program that prepares individuals to understand children's physical, mental, emotional and social growth and development as well as their care and guidance. The program draws on aspects of the social and biological sciences of which home economics is a component. Observation and actual experiences with children and their parents are integral parts of the program.

The program will provide instruction in:	The student will be expected to:
1. Using the decision making process.	1.1 Identify basic physical, emotional, intellectual and social needs.
	1.2 Describe ways of meeting basic human needs of individuals, families and groups.
	1.3 Analyze factors that influence personal values and goals.
	1.4 Describe conflicts in values and goals that may arise as an individual assumes different roles.
	1.5 Describe conflicts in values and goals that may arise as an individual assumes different roles.
	1.6 Clarify personal values and goals.
	1.7 Identify types of decisions that are made by individuals and families.
	1.8 Identify the basic steps in making decisions.
	1.9 Analyze factors that influence individual and family decisions.
	1.10 Apply the decision making process to home and family situations.
2. Managing human resources.	2.1 Identify the tasks that maintain or improve the quality of home life.
	2.2 Assess interests and abilities of family members.

2. Managing human resources. (cont'd)	2.3 Identify possible divisions of labor to accomplish family tasks.
	2.4 Apply principals of management to the allocation of available human resources.
3. Using community resources.	3.1 Describe physical and mental health services provided by community agencies and organizations.
	3.2 Describe consumer services, social services, and family services provided by community agencies and organizations.
	3.3 Investigate procedures to obtain community services to meet the needs of children.
4. Examining rights and responsibilities.	4.1 Identify basic consumer rights in purchasing and using goods and services.
	4.2 Identify basic consumer responsibilities in purchasing and using goods and services.
	4.3 Identify basic financial and legal rights related to the home and family.
	4.4 Identify basic financial and legal responsibilities related to the home and family.
	4.5 Examine federal, state and local laws that protect children.
	4.6 Investigate sources of consumer information and protection.
	4.7 Explain individual responsibilities in planning families
	4.8 Resolve family and consumer problems using appropriate procedures and agencies.
5. Exploring employment opportunities and requirements.	5.1 Identify career opportunities in occupations relating to the care of children.
	5.2 Describe skills and job requirements, job openings, career ladders, and advancement possibilities for home economics related occupations.

5. Exploring employment opportunities and requirements. (Cont.d.)	5.3 Identify opportunities for training in home economics related occupations.
	5.4 Relate occupations to personal skills, aptitudes and interests.
6. Understanding human reproduction.	6.1 Define scientific terms used to describe the parts and functions of the male and female reproductive system.
	6.2 Explain the biological process of conception.
	6.3 Describe human development from conception to birth.
	6.4 Explore the issues related to recent scientific developments in the field of human reproduction.
7. Examining Family Planning.	7.1 Explore the factors that may influence the decision to become a parent.
	7.2 Examine adoption as an alternative to natural parenthood.
	7.3 Compare contraception techniques and devices.
	7.4 Determine the financial cost of having or adopting a baby.
8. Providing prenatal and postnatal care for mother and developing child.	8.1 Identify the common symptoms of pregnancy.
	8.2 Explain the importance of proper prenatal health care.
	8.3 Describe possible effects of tobacco, drugs, alcohol and venereal disease on the developing fetus.
	8.4 Describe the services that various medical specialists provide during the prenatal period.
	8.5 Discuss complications and risk factors associated with pregnancy.
	8.6 Describe physical and emotional changes which may occur in the mother during different stages of pregnancy and childbirth.

8. Providing prenatal and postnatal care for mother and developing child. (Cont'd.)	8.7 Identify basic emotional and physical needs of the mother during the postpartum phase.
9. Understanding the birth process.	9.1 Identify signs that generally precede labor.
	9.2 Describe the stages of labor.
	9.3 Compare various methods of childbirth.
	9.4 Identify possible complications which may occur during childbirth.
10. Analyzing the impact of changes in the family structure.	10.1 Explore the possible effects of alternate family structures upon children.
	10.2 Analyze the effects of changes in family structure brought about by the addition, loss or separation of family members.
11. Examining needs and care of children.	11.1 Identify needs and care of the infants during the first year.
	11.2 Describe activities conducive to optimum development of the infant.
	11.3 Identify factors that influence the selection of a caregiver.
	11.4 Compare facilities and services of community child care centers to care in the home.
12. Examining growth and development patterns.	12.1 Relate basic human needs to the total development of the child.
	12.2 Describe characteristics of positive and negative self-concept.
	12.3 Analyze factors that influence self-concept.
	12.4 Describe the stages of physical, emotional, social and intellectual development.
	12.5 Relate patterns of behavior to stages of development.
	12.6 Analyze the effects of values, goals, and standards upon human development.

12.	Examining growth and development patterns. (Cont'd.)	12.7 Examine the influences of heredity and environment of the growth of development of the individual
13.	Applying parenting skills.	13.1 Describe parenting functions that may be performed by family members and others.
		13.2 Describe the contribution of communication skills to parenting.
		13.3 Examine means that may be used to encourage acceptable behavior and to modify disruptive behavior.
		13.4 Differentiate between symptoms and causes of behavioral problems.
		13.5 Explore sources of external assistance that may aid in parenting.
		13.6 Demonstrate parenting strategies that contribute to total family development.
14.	Providing for the special needs of exceptional children.	14.1 Identify indicators of exceptional needs in children.
		14.2 Identify the potential capabilities of exceptional children.
		14.3 Describe the needs of families with exceptional children.
		14.4 Plan strategies that meet the needs of families with exceptional children.
15.	Coping with stress and crises.	15.1 Identify possible sources of stress and crisis.
		15.2 Identify positive and negative aspects of stress.
		15.3 Describe strategies for reducing or eliminating stress and crisis.
		15.4 Explore the impact of unwanted pregnancies on family members.
		15.5 Identify alternatives when unwanted pregnancies occur.
		15.6 Analyze possible causes and effects of abuse among family members.
		15.7 Identify the forms and symptoms of child abuse.

15.	Coping with stress and crises. (cont'd)	15.8 Analyze alternate courses of action when abuse is suspected.
		15.9 Analyze the consequences of use, misuse and abuse of substances.
		15.10 Apply coping techniques to situations of stress and crisis.
		15.11 Describe the obligations of family members to maintain a healthy family environment.
16.	Maintaining health of children.	16.1 Identify the signs and symptoms of common diseases and ailments.
		16.2 Analyze factors affecting the incidence and severity of communicable diseases.
		16.3 Identify diseases for which immunizations are available.
		16.4 Identify physical conditions and symptoms that require medical assistance.
		16.5 Describe recommended daily and periodic dental care procedures.
		16.6 Describe recommended period optical care procedures.
		16.7 Assess relationship of physical fitness, grooming and appearances to health maintenance.
17.	Selecting health care products and services.	17.1 Investigate possible fraudulent or deceptive health care products and services.
		17.2 Identify practices that contribute to keeping down the costs of health care products and services.
		17.3 Evaluate the factors that influence selection and use of health care products and services for children.
18.	Relating nutrition to health.	18.1 Explore the advantages and disadvantages of food additives.
		18.2 Describe habits and conditions that lead to malnutrition.
		18.3 Evaluate the effects of food intake on physical and emotional health.

19.	Establishing nutritional eating patterns.	19.1 Evaluate diets based on food facts and food fallacies.
		19.2 Assess the impact of food allergies and special diets on eating patterns.
		19.3 Plan daily food intake to meet various nutritional needs for children.
20.	Applying buying practices.	20.1 Evaluate the factors that influence the selection of goods and services for children.
		20.2 Interpret the label information provided on products purchased by children.
		20.3 Analyze the positive and negative aspects of comparison shopping.
		20.4 Apply comparison shopping procedures to the purchase of goods and services for children.
21.	Practicing home safety.	21.1 Identify practices and attitudes that contribute to home safety.
		21.2 Describe conditions that create a safe home environment for children.
		21.3 Apply preventive measures to home conditions that may cause accidents or injuries to children.
22.	Administering First Aid.	22.1 Identify common home emergencies that may require first aid.
		22.2 Assemble the basic items in a household first aid kit.
		22.3 Demonstrate appropriate first aid procedures for common accidents
23.	Vocational student organization membership.	23.1 Participate in a vocational organization.
		23.2 Identify the advantages of participating in vocational student organizations.
		23.3 Participate as a member of a vocational student organization.
		23.4 Participate regularly in chapter meetings and activities at the state and local levels.

23. Vocational student organization membership. (cont'd.)	23.5 State the purpose of the organization.
	23.6 Recite the Creed and interpret it.
	23.7 Plan and conduct the "Power of One" project.
24. Development of leadership skills through VSO and related activities.	24.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(CONSUMER AND HOMEMAKING EDUCATION)
20.0103 Clothing and Textiles
Level I

20.0103 **Clothing and Textiles** — an instructional program that prepares individuals to understand the social, psychological, and physiological aspects of clothing and textiles; the nature, acquisition, and use of clothing and textile products; the selection, construction, maintenance, and alteration of clothing and textile products; and the effect of consumer choices on the individual and family as well as the clothing and textile industry.

The program will provide instruction in:	The student will be expected to:
1. Pattern and fabric selection	1.1 Select pattern and fabric.
	1.2 Match terms associated with pattern and fabric selection to correct definitions.
	1.3 Explain ways to test fabric in a store.
	1.4 Distinguish between information found on front and back of the pattern envelope.
	1.5 Determine pattern size and type.
	1.6 Select pattern and fabric yardage.
2. Using Sewing Equipment.	2.1 Use sewing equipment correctly and safely.
	2.2 Identify cutting, measuring, marking, pressing, and miscellaneous sewing equipment.
	2.3 Demonstrate safety techniques.
	2.4 Match clothing terms to correct functions/descriptions.
	2.5 Explain how pressing and ironing differ.
	2.6 Measure common sewing lengths.
	2.7 Select equipment needed for sewing project.

2.	Using Sewing Equipment. (Cont'd.)	2.8 Identify principal parts of the sewing machine.
		2.9 Match sewing machine parts to their functions/descriptions.
		2.10 Complete a chart on sewing machine problems and their causes.
		2.11 Demonstrate the ability to stitch straight, curved, broken and wavy lines. Turn corners, stitch sharp angle turns and stitch a folded edge.
3.	Basic sewing techniques.	3.1 Perform basic sewing techniques to correct definitions.
		3.2 Identify types of information contained on pattern guidesheet.
		3.3 Demonstrate the ability to complete a simple garment according to established criteria.
4.	Fibers.	4.1 Identify fibers.
		4.2 Identify characteristics for each of the natural and man-made fibers.
		4.3 List desirable and undesirable characteristics of man-made natural fibers.
		4.4 Identify types of basic weaves.
		4.5 Name fabric finishes and explain why they are applied.
		4.6 Identify natural fibers through the use of burn tests.
5.	Textile labeling laws.	5.1 Describe textile labeling laws.
		5.2 Identify kinds of information found on label and hang tags.
		5.3 Distinguish between voluntary and mandatory labeling.
		5.4 List steps recommended by the Federal Trade Commission to stop unfair commercial practices.
		5.5 Identify laws which protect the consumer through textile labeling.

6. Clothing selection and purchasing.	6.1 Demonstrate skills in stretching.
	6.2 Identify situations where clothing wants are more important then clothing needs.
	6.3 List spending habits to follow when buying clothing.
	6.4 List factors that will stretch the clothing dollar.
	6.5 Describe indications of fine workmanship in a garment.
7. Vocational Student Organizations.	7.1 Participate in a vocational organization.
	7.2 Identify the advantages of participating in a vocational student organization.
	7.3 Participate as a member of a vocational student organization.
	7.4 Participate regularly in chapter meetings and activities at the state and local levels.
	7.5 State the purposes of the organization.
	7.6 Recite the Creed and interpret it.
	7.7 Plan and conduct the "Power of One" project.
8. Development of leadership skills through VSO and related activities.	8.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(CONSUMER AND HOMEMAKING EDUCATION)
20.0103 Clothing and Textiles
Level II

20.0103 **Clothing and Textiles** — an instructional program that prepares individuals to understand the social, psychological, and physiological aspects of clothing and textiles; the nature, acquisition, and use of clothing and textile products; the selection, construction, maintenance, and alteration of clothing and textile products; and the effect of consumer choices on the individual and family as well as the clothing and textile industry.

The program will provide instruction in:	The student will be expected to:
1 Fabrics.	1.1 Work with a variety of fabrics.
	1.2 Name desirable fabric characteristics.
	1.3 Demonstrate the ability to work with a variety of fabric types.
2. Construction skills.	2.1 Demonstrate skills in clothing construction.
	2.2 Match terms associated with construction techniques to the correct definitions.
	2.3 Describe the appearance of offgrain yard goods.
	2.4 Describe characteristics of garments cut off-grain.
	2.5 Identify functions of interfacing.
	2.6 Select and use interfacing correctly.
	2.7 Use tape when and where necessary on a garment.
	2.8 Select from a list generally accepted rules of sewing.
	2.9 Construct a garment according to established criteria.
	2.10 Demonstrate intermediate skills in construction.

3.	Laundry procedures.	3.1 Demonstrate correctly laundry procedures.
		3.2 List correct laundry procedures.
		3.3 List general directions for hand laundry.
		3.4 Demonstrate removal of stains requiring special treatment before laundry.
		3.5 List factors to consider when selecting and using laundry aids.
4.	Vocational student organization membership.	4.1 Participate in a vocational organization.
		4.2 Identify the advantages of participating in a vocational student organization.
		4.3 Participate as a member of a vocational student organization.
		4.4 Participate regularly in chapter meetings and activities at the state and local levels.
		4.5 State the purposes of the organization.
		4.6 Recite the Creed and interpret it.
		4.7 Plan and conduct the "Power of One" project.
5.	Development of leadership skills through VSO and related activities.	5.1 Demonstrate leadership development in:
		a. Social and interpersonal skills.
		b. Oral and written communication.
		c. Organization and management skills.
		d. Civic responsibilities.
		e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(CONSUMER AND HOMEMAKING EDUCATION)
20.0103 Clothing and Textiles
Level III & IV

20.0103 **Clothing and Textiles** — an instructional program that prepares individuals to understand the social, psychological, and physiological aspects of clothing and textiles; the nature, acquisition, and use of clothing and textile products; the selection, construction, maintenance, and alteration of clothing and textile products; and the effect of consumer choices on the individual and family as well as the clothing and textile industry.

The program will provide instruction in:	The student will be expected to:
1. Careers in clothing and textiles.	1.1 Identify careers in clothing and textiles.
	1.2 List career opportunities in clothing management.
	1.3 Survey local community for jobs available in clothing management.
	1.4 Describe professional competencies required of different occupations in clothing management.
	1.5 Complete job applications.
2. Fashion trends and functions.	2.1 Identify fashion trends and clothing functions.
	2.2 Distinguish between fad, fashion, and style.
	2.3 Identify functions of clothing.
	2.4 Name present day styles taken from the past.
	2.5 Describe the current fashion trend.
	2.6 Analyze clothing as to its function.

3.	Economic aspects of clothing.	3.1 Describe the economics aspects of clothing.
		3.2 List guidelines to follow when buying apparel for family members.
		3.3 List examples of consumer responsibilities when buying apparel.
		3.4 Evaluate quality, comparing custom-made and ready-made garments.
		3.5 List ways to extend a personal wardrobe with use of accessories.
4.	Garment construction.	4.1 Demonstrate skill in constructing a garment.
		4.2 Construct a garment using the correct measuring, curing, pinning and marking techniques.
		4.3 Construct garment according to established criteria.
		4.4 Apply advanced skills in clothing construction.
5.	Fibers and fabrics.	5.1 Identify fibers and fabrics.
		5.2 Identify fabric samples according to weave and fabric characteristics.
		5.3 Identify samples of basic weaves.
		5.4 Identify purposes of different fabric finishes.
		5.5 Describe ways to care for specified fabrics and finishes.
6.	Garment maintenance.	6.1 Demonstrate how to extend the life of a garment.
		6.2 Explain differences between terms repairing, remodeling, and remaking.
		6.3 Demonstrate ways of patching torn fabric.
		6.4 Cite examples for remodeling an article of clothing.

6. Garment maintenance. (Cont'd.)	6.5 List items of information needed before attempting stain removal.
	6.6 Demonstrate correct stain removal procedures for each given situation.
	6.7 Alter a garment to achieve correct fit.
	6.8 Identify common repairs needed in clothing.
	6.9 Repair an article of clothing.
7. Vocational Student Organization membership.	7.1 Participate in a vocational organization.
	7.2 Identify the advantages of participating in a vocational student organization.
	7.3 Participate as a member of a vocational student organization.
	7.4 Participate regularly in chapter meetings and activities at the state and local levels.
	7.5 State the purposes of the organization.
	7.6 Recite the Creed and interpret it.
	7.7 Plan and conduct the "Power of One" project.
8. Development of leadership skills through VSO and related activities.	8.1 Demonstrate leadership development in: a. Social and interpersonal skills. b. Oral and written communication. c. Organization and management skills. d. Civic responsibilities. e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(CONSUMER AND HOMEMAKING EDUCATION)
20.0103 Clothing and Textiles
Special Needs

20.0103 **Clothing and Textiles** — an instructional program that prepares individuals to understand the social, psychological, and physiological aspects of clothing and textiles; the nature, acquisition, and use of clothing and textile products; the selection, construction, maintenance, and alteration of clothing and textile products; and the effect of consumer choices on the individual and family as well as the clothing and textile industry.

The program will provide instruction in:	The students will be expected to:
1. The world of textiles.	1.1 Explain the world of textiles.
	1.2 List and identify common natural and man-made fibers.
	1.3 Classify natural fibers as to origin.
	1.4 Distinguish between loose and firm weaves.
	1.5 Identify grainline and selvage.
	1.6 Select and identify a sample of each design.
	1.7 Identify each type of line.
	1.8 Compare effects of lines on figure types.
	1.9 Identify primary and secondary colors and use them in wardrobe planning.
2. Selection and maintenance of tools and equipment.	2.1 Demonstrate the selection, use, care and proper storage of tools and equipment used in clothing construction.
	2.2 Identify small sewing tools and equipment.
	2.3 Demonstrate proper use and care of small tools and equipment.
	2.4 Practice using small tools and equipment.
	2.5 Name and identify machine parts.

2. Selection and maintenance of tools and equipment. (cont'd.)	2.6 Demonstrate threading a machine and bobbin.
	2.7 Explain how to remove lint.
	2.8 Demonstrate how to set up and put away the machine
	2.9 Practice changing a needle.
	2.10 Identify equipment used impressing.
	2.11 Identify types of irons.
	2.12 Demonstrate procedures for using irons and ironing boards.
	2.13 State safety rules to follow when using an iron.
	2.14 Practice safety rules during lab experiences.
3. Basic construction techniques.	3.1 Demonstrate skills in performing basic construction techniques.
	3.2 Demonstrate skill in stitching darts
	3.3 Demonstrate pattern layout.
	3.4 Demonstrate cutting procedures
	3.5 Attempt to ease one piece of fabric to another.
	3.6 Demonstrate seam finishes.
	3.7 Demonstrate proper marking of symbols.
	3.8 Name and define garment fasteners.
	3.9 State procedure for sewing on fasteners.
	3.10 Identify various types of buttons.
	3.11 Practice attaching buttons.
	3.12 Attempt making buttonholes by machine.
	3.13 Insert a variety of zippers.
	3.14 Identify hem finishes.
	3.15 Demonstrate hemming techniques.

4. Altering and repairing clothing.	4.1 Apply the proper techniques for altering and repairing clothing.
	4.2 Identify ripping tools.
	4.3 State safety procedures to follow when using ripping tools.
	4.4 Practice removing stitches from ready made garments.
	4.5 Explain how to use mending tape.
	4.6 Describe and demonstrate steps used in making a hemmed patch.
	4.7 Cite reasons for garment alterations.
	4.8 Describe an alteration ticket.
	4.9 Practice procedures for lengthening and shortening hems.
	4.10 Practice side seam alterations.
5. Proper care of clothing.	5.1 Demonstrate skills for the proper care of clothing.
	5.2 Give reasons for clothing care.
	5.3 State label information related to care.
	5.4 Describe and demonstrate laundry procedures.
	5.5 Demonstrate use of a washing machine.
	5.6 Practice procedure for using a dryer.
	5.7 State safety rules for doing laundry.
6. Vocational student organization membership.	6.1 Participate in a vocational organization.
	6.2 Identify the advantages of participating in a vocational student organization.

6. Vocational student organization membership. (cont'd)	6.3 Participate as a member of a vocational student organization
	6.4 Participate regularly in chapter meetings and activities at the state and local levels.
	6.5 State the purposes of the organization.
	6.6 Recite the Creed and interpret it.
	6.7 Plan and conduct the "Power of One" project.
7. Development of leadership skills through VSO and related activities.	7.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
CONSUMER AND HOMEMAKING EDUCATION
20.0104 Consumer Education
Level I

20.0104 **Consumer Education** — an instructional program that prepares individuals to understand the values, needs, wants, goals, and resources that enable youth and adults to make rational decisions that contribute to family stability and quality of life. Includes instruction in budgeting and spending plans, use of credit, saving, investments, taxes, consumer buying, and consumer rights and responsibilities.

The program will provide instruction in:	The student will be expected to:
1. Consumer practices.	1.1 Demonstrate effective practices as a consumer.
	1.2 Identify characteristics of a wise shopper.
	1.3 Evaluate labels and warranties.
	1.4 List factors that influence consumer choices.
	1.5 Explain how the use of a shopping list could prevent impulse buying.
2. Consumer rights and responsibilities.	2.1 Identify rights and responsibilities of the consumer.
	2.2 Describe the consumer's role in issue affecting purchasing decisions.
	2.3 Identify each right and responsibility which the consumer must exercise.
3. The marketplace and the consumer.	3.1 Identify factors in the marketplace which affect consumers.
	3.2 Discuss the kinds of information which are useful.
	3.3 Identify fraudulent or unwarranted claims in advertising.
	3.4 Identify how computers are useful for consumer in decision making.

4. Consumer choices.	4.1 Describe how needs, values and goals influence consumer choices.
	4.2 Define personal values.
	4.3 List the most important values which relate to financial resources.
	4.4 Identify short-term and long-term goals and relate these to personal spending plans.
	4.5 Give examples of the difference between needs and wants.
5. Impact of financial resources on families.	5.1 Describe how financial resources can enhance the individual's quality of life.
	5.2 Identify the various family life cycles and characteristics of each.
	5.3 Demonstrate how each stage of family life modifies the individual's financial picture.
	5.4 Describe how financial planning contributes to the ability to the individual and/or family to cope with emergencies.
	5.5 Describe how financial satisfaction of a family is related to the effective use of resources.
6. Vocational student organization membership.	6.1 Participate in a vocational organization.
	6.2 Identify the advantages of participating in a vocational student organization
	6.3 Participate as a member of a vocational student organization
	6.4 Participate regularly in chapter meetings and activities at the state and local levels.
	6.5 State the purposes of the organization.
	6.6 Recite the Creed and interpret it.
	6.7 Plan and conduct the "Power of One" project.

7. Development of leadership skills through VSO and related activities.	7.1 Demonstrate leadership development in: a. Social and interpersonal skills. b. Oral and written communication. c. Organization and management skills. d. Civic responsibilities. e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
CONSUMER AND HOMEMAKING EDUCATION
20.0104 Consumer Education
Level II

20.0104 **Consumer Education** — an instructional program that prepares individuals to understand the values, needs, wants, goals, and resources that enable youth and adults to make rational decisions that contribute to family stability and quality of life. Includes instruction in budgeting and spending plans, use of credit, saving, investments, taxes, consumer buying, and consumer rights and responsibilities.

The program will provide instruction in:

1. Utilizing financial resources.

The student will be expected to:

1.1 Use accurate, up-to-date information in making decisions regarding obtaining, protecting and using financial resources.

1.2 Give examples of resources, human and nonhuman, available to explore his/her values and goals related to career choices.

1.3 Identify the ways in which career choices influence and individual's choices as a consumer of goods and services.

1.4 Explain ways in which knowledge and skills can be used to protect financial resources.

1.5 Identify sources of current information concerning rights and responsibilities under the law related to consumer protection.

1.6 Describe how insurance can be used to protect financial resources, both human and non-human.

1.7 Set tentative short and long-term goals related to personal financial resources.

1.8 Demonstrate a knowledge of how to use the services offered by banking institutions.

1.9 Explain the concept of living on future income through the use of credit and borrowing.

2. Using a spending plan.	2.1 Utilize a spending plan in managing financial resources.
	2.2 Describe the four basic parts of a budget, and based on those four elements, to develop a sample budget.
	2.3 Identify and describe ways in which money is used for current operations, short-term future savings, and long-term capital.
	2.4 Explain the difference between fixed expenses and flexible expenses.
3. Individual and family needs.	3.1 Describe how to analyze individual and family needs for goods and services.
	3.2 Describe influences on consumer choices.
	3.3 Compare shopping practices used by consumers.
	3.4 Analyze influence of advertising and merchandising techniques on consumers.
	3.5 Identify various current market strategies.
4. Market strategies.	4.1 Demonstrate how to analyze and use advantageously current market strategies.
	4.2 Discuss the advantages and disadvantages of credit purchasing.
	4.3 Locate product information in a consumer guide.
	4.4 Discuss some reasons for renting or leasing equipment or services instead of purchases.
	4.5 Demonstrate how to utilize the principles of comparison shopping and the relationship of price to quality and quantity.
	4.6 Demonstrate uses of computers in consumer decision-making (i.e. electronic banking, budgeting).

5. Impact of resources use on society.	5.1 Assess the impact of the individual and family uses of resources on society.
	5.2 Describe how deception in the marketplace may contribute to increased costs and services for all consumers.
	5.3 Describe how the consumer's ability to manage sources may influence availability of products and services.
	5.4 Define the need for consumer knowledge of reliable information concerning products and services.
6. Selection and maintenance of products.	6.1 Demonstrate how to select, purchase and maintain various products.
	6.2 Determine the appropriate purchase for particular needs.
	6.3 Relate the price of a product to quality and quantity.
	6.4 Explain the differences between brand name and store brand products.
	6.5 Determine the need for guarantees and services provisions when making major purchases.
	6.6 Determine the appropriate store where specific products can be purchased.
7 Vocational student organization membership.	7.1 Participate in a vocational organization.
	7.2 Identify the advantages of participating in a vocational student organization
	7.3 Participate as a member of a vocational student organization
	7.4 Participate regularly in chapter meetings and activities at the state and local levels.
	7.5 State the purposes of the organization.
	7.6 Recite the Creed and interpret it.

7. Vocational student organization membership. (cont'd)	7.7 Plan and conduct the "Power of One" project.
8. Development of leadership skills through VSO and related activities.	8.1 Demonstrate leadership development in: a. Social and interpersonal skills. b. Oral and written communication. c. Organization and management skills. d. Civic responsibilities. e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(CONSUMER AND HOMEMAKING EDUCATION)
20.0104 Consumer Education
Level III

20.0104 **Consumer Education** — an instructional program that prepares individuals to understand the values, needs, wants, goals, and resources that enable youth and adults to make rational decisions that contribute to family stability and quality of life. Includes instruction in budgeting and spending plans, use of credit, saving, investments, taxes, consumer buying, and consumer rights and responsibilities.

Program Objective

The program will provide instruction in:	The student will be expected to:
1. Financial changes during the life cycle.	1.1 Plan for predictable changes during the life cycle in order to deal with financial crisis and to make wise consumer decisions.
	1.2 Identify the stages of a family cycle and predictable social and economic changes arising from each stage.
	1.3 Identify some social and economic factors which may come at any point in the life cycle.
	1.4 Apply knowledge of the economic needs of a family throughout the family life cycles.
2. Interacting roles of the consumer, business and government.	2.1 Analyze the interacting roles of the consumer, business and government and the effects on the economy.
	2.2 Identify the effects of deceptive practices in the marketplace on the individual, family and society.
	2.3 Describe economic functions of consumer, business and government.
	2.4 Analyze the decision-making process used by consumers.
	2.5 Analyze the effect of consumer legislation and government agencies on the consumer and industry.

3.	Consumer information.	3.1 Obtain and respond to consumer information in order to exercise rights and responsibilities.
		3.2 Identify sources of consumer information and evaluate their accuracy and reliability.
		3.3 Define and describe the necessary elements of a contract.
		3.4 Recognize and respond to deceptive practices by oral or written complaint procedures.
4.	Consumer credit.	4.1 Analyze sources, costs and uses of consumer credit.
		4.2 Identify advantages and disadvantages of using credit.
		4.3 Determine the effects that the cost of credit has on the individual's finances.
		4.4 Select type and source of credit most appropriate for given needs (home, transportation, clothing, major appliances, etc.).
		4.5 Compute the cost of credit.
		4.6 Describe the importance of maintaining a good credit rating.
5.	Financial planning.	5.1 Interpret how to use financial planning for the attainment of individual and family goals.
		5.2 Describe types of banking services available to consumers.
		5.3 Demonstrate the ability to handle a checking account, including how to write a check, balance a bank statement, and endorse a check.
		5.4 Demonstrate knowledge about personal loans, 30 day notes, demand notes, automobile loans, mortgages, etc.
		5.5 Compare potential risks and gains in various savings and investment plans.
		5.6 Analyze types of insurance from individual/family protection.

6. Financial institutions and services.	6.1 Evaluate types of financial institutions and services they provide, including banks, savings and loan associations, credit unions, and finance companies.
	6.2 Describe consumer services available through financial agencies and institutions.
	6.3 Evaluate sources and types of consumer information.
	6.4 Select the type of institution that best meets a given situation.
	6.5 Identify a variety of available consumer education and protection programs.
7. Personal and family financial planning.	7.1 Design a comprehensive personal and family financial plan that reflects defined goals, values and priorities.
	7.2 List short and long-term financial goals based on the desired lifestyles.
	7.3 Recognize the importance of income as a determine of lifestyle throughout the life cycle.
	7.4 Identify personal and societal changes which may effect financial planning over the life cycle.
	7.5 Develop an overview of the family life cycles and will demonstrate how each stage modifies the individual's financial picture.
	7.6 Explain the difference between fixed expenses and flexible expenses, and explain how each affects family or individual spending plans.
	7.7 Apply the principles of decision making to the process of financial planning.
	7.8 Develop a financial plan based on personal and family values, goals, priorities and income.

7.	Personal and family financial planning. (Cont'd.)	7.9 Assess the impact of changes such as marriage, divorce, illness, loss of income, birth of a child, on the family's financial well being.
		7.10 Suggest ways to modify a financial plan to meet changing conditions over the life cycle.
		7.11 Analyze budgeting decisions through computer assisted activities.
8.	Vocational student organization membership.	8.1 Participate in a vocational organization.
		8.2 Identify the advantages of participating in vocational student organization.
		8.3 Participate as a member of a vocational student organization.
		8.4 Participate regularly in chapter meetings and activities at the state and local levels.
		8.5 State the purposes of the organization.
		8.6 Recite the Creed and interpret it.
		8.7 Plan and conduct the "Power of One" project.
9.	Development of leadership skills through VSO and related activities.	9.1 Demonstrate leadership development in:
		a. Social and interpersonal skills.
		b. Oral and written communication.
		c. Organization and management skills.
		d. Civic responsibilities.
		e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(CONSUMER AND HOMEMAKING EDUCATION)
20.0105 Exploratory Homemaking

20.0105 **Exploratory Homemaking** — an instructional program that provides individuals in elementary, middle, and junior high school the opportunity to explore home economics subject matter areas. Includes instruction in the development of positive self-concepts; understanding personal growth and development; and relationships with peers and family members in becoming contributing members in the home, school, and community.

The program will provide instruction in:	The student will be expected to:
A. Introduction to Vocational Home Economics.	
1. Consumer and Homemaking program areas.	1.1 Explore the program areas of Vocational Home Economics Consumer and Homemaking Education and identify subject matters pertaining to each of these areas and relating these to our multi-cultured society.
	1.2 List and explain the program areas of Vocational Home Economics Consumer and Homemaking Education, as per teaching unit:
	a. Child development, are and guidance.
	b. Clothing and textiles.
	c. Consumer education.
	d. Family living and parenthood education.
	e. Foods and nutrition.
	f. Home management
	g. Housing, home furnishings and equipment.

2. Multi-roles of males and females.	2.1 Describe the multiple roles of males and females.
3. Opportunities in the occupation of homemaking and related Home Economics areas.	3.1 Explain how the Vocational Home Economics program provides opportunities for individuals to acquire knowledge, attitudes, and skills necessary for the occupation of homemaking and other vocational choices related to the seven instructional areas of Home Economics.
	3.2 Expose the vocations related to the Vocational Home Economics program. Applicable to subject area and the diversities of our cultures.
	3.3 Describe and/or demonstrate skills associated with the listed vocations and roles.
B. Orientation to FHA/HERO	
1. Student organizations.	1.1 Relate factual data about the Future Homemakers of America (FHA/HERO) and participate in FHA/HERO activities.
	1.2 Define Future Homemakers of America.
	1.3 Distinguish between types of FHA/HERO chapters: FHA and HERO.
	1.4 State the purposes, motto, and creed of FHA/HERO.
	1.5 Name the parts of the organizational structure of FHA/HERO.
	1.6 Name the benefits of being an FHA/HERO member.
	1.7 Describe the duties of the FHA/HERO officers.
	1.8 List the FHA/HERO committees and explain their functions.
	1.9 Participate in an installation ceremony.

2.	Decision Making/Self-Awareness.	2.1 Make decisions based on individual values and goals.
		2.2 Answer questions related to personal beliefs and feelings to increase self-awareness.
		2.3 State individual values and goals.
		2.4 Utilize strategies to increase self-awareness.
		2.5 List the steps in the decision making process.
		2.6 Practice using the steps in decision making to resolve FHA/HERO concerns.
3.	Parliamentary procedures.	3.1 Use parliamentary procedure in FHA/HERO meetings.
		3.2 Arrange in order the parts of the order of business.
		3.3 Describe the progression of a meeting.
4.	Leadership skills.	4.1 Develop leadership abilities and apply knowledge gained in the classroom to school, home, and community through participation in FHA/HERO.
		4.2 Develop an FHA/HERO project that utilizes the program objectives in one or more of the instructional areas of home economics.
		4.3 Participate in local and state association activities.

C. Child Development, Care and Guidance.

1. Physical, emotional and mental growth.	1.1 Identify the physical, social, emotional and mental growth characteristics of preschool children and recognize the differences in the growth rates of children of the same age.
	1.2 Define and five examples of the physical, social, emotional and mental growth of preschool children.
	1.3 Explain the differences between heredity and environmental traits as it relates to different cultures.
2. Needs of children.	2.1 Describe the basic needs of children and explain how these can be met.
	2.2 List the basic needs of children.
	2.3 Describe and/or demonstrate ways in which these needs can be met by individuals who provide care for these children.
3. Children's play.	3.1 Recognize the different types of children's play and explain the influence play has on children's development.
	3.2 List and demonstrate different types of children's play.
	3.3 Explain how play contributes to the physical, social, and emotional and mental growth of children.
4. Safety for children.	4.1 Distinguish between safe and hazardous environment for young children.
	4.2 Recognize potentially dangerous situations for children and select the safest solutions.
	4.3 Plan a safe environment for children of different ages.

D. Clothing and Textiles

1. Selection, use and care of natural and synthetic fibers.

1.1 Apply knowledge to select, use and care for natural and synthetic fibers.

1.2 Name the natural and synthetic fibers and describe their sources and uses.

1.3 Describe the advantages and disadvantages of natural and synthetic fibers and blends.

1.4 List tips for routine care of clothing.

2. Making personal choices in clothing and textiles.

2.1 Apply and practice skills to make general choices of clothing and textiles as an informed consumer.

2.2 Define the terms classic and fad.

2.3 Discuss examples to show how styles change.

2.4 Describe ways in which various factors affect fashion trends.

2.5 Identify some personal an cultural values and activities which affect clothing selection.

2.6 Discuss how appearance and grooming affect one's self-concept.

2.7 Define terms associated with the color wheel.

2.8 Describe how the color of clothes affect a person's appearance.

2.9 Identify colors, textures and lines that are personally becoming.

2.10 Discuss examples of way a wardrobe can be stretched by making wise clothing selections.

2.11 Examine personal wardrobe for items to be recycles, repaired and or combined for a new look.

2.12 Examine a label and a hangtag and explain their functions.

2.13 Describe how to check for quality when buying clothing.

3	Basic construction skills.	3.1 Demonstrate and practice skills in either design or follow a design to construct a project which incorporates basic construction techniques utilizing hand sewing tools, lab equipment and the sewing machine.
		3.2 Identify tools used for measuring, cutting, marking, hand sewing and pressing.
		3.3 Demonstrate the use of sewing tools and lab equipment emphasizing good safety habits.
		3.4 Identify and explain the use of the individual parts of a sewing machine.
		3.5 Demonstrate how to safely operate a sewing machine.
		3.6 Identify lengthwise, crosswise and bias grains.
		3.7 Identify pattern symbols and demonstrate how to layout a pattern.
		3.8 Demonstrate correct cutting and marking techniques.
		3.9 Evaluate project.
E	Consumer Education	
1.	Consumer rights and responsibilities.	1.1 Recognize that all individuals, whatever the cultural background, are consumers and have consumer rights and responsibilities.
2.	Consumer information.	2.1 Identify information relevant to the cost, content, use and care of consumer goods and services.
		2.2 Examine product labels and differentiate between required and voluntary information.

	2. Consumer information. (Cont'd)	2.3 Compare brand names on products and describe their influence on consumer choices.
		2.4 Compare cost and quality of goods and services.
	3. Advertising.	3.1 Describe the effects of advertising on consumer choices.
		3.2 Differentiate between factual and non-informative advertising.
		3.3 Identify advertising techniques used to influence consumer choice.
	4. Consumer services.	4.1 Identify and describe the services provided by consumer agencies and demonstrate positive methods of communicating consumer complaints and satisfaction.
F.	Family Living and Parenthood.	
	1. Uniqueness of individuals and families.	1.1 Explain the uniqueness of individuals and families in order to increase self-understanding and understanding of others and their cultural backgrounds.
		1.2 Identify heredity, environmental and cultural factors.
		1.3 List different types of family structures and cultural life styles.
	2. Individual behavior.	2.1 Describe responsible behavior of individuals in the family, among friends, and in the school and community.
		2.2 Describe and demonstrate positive and negative behavior when interacting with peer groups and adults.
		2.3 List the responsibilities of family members to the family unit and their peers.

G. Food and Nutrition.

1. Nutritional needs.	1.1 Identify the nutritional needs of the body.
	1.2 List and explain the classes of nutrients.
	1.3 Match nutrients and their functions.
	1.4 Identify food sources of the various nutrients.
	1.5 Explain the relationship between health and nutrition.
2. Functions of food, food choices and habits.	2.1 Discuss the functions of food and how food attitudes, choices and habits are developed.
	2.2 Explain how technology is related to the foods people eat.
	2.3 List and explain the Basic Four Groups/Daily Food Guide.
	2.4 Demonstrate the preparation of a nutritional food.
3. Safety and sanitation.	3.1 Define and demonstrate and safety and sanitation techniques critical to good preparation and storage.
	3.2 Discuss ways to store and prepare foods safely.
	3.3 Demonstrate safe methods of preparation and cleanliness in the lab.
	3.4 Read and interpret labels on the manufacturers suggested use of related to safety and sanitation.
	3.5 Evaluate lab procedures related to safety and sanitation.
	3.6 Identify possible emergency situations and procedures to follow.

4. Food preparation.	4.1 Identify and demonstrate the managerial steps in food preparation and storage.
	4.2 Identify the various parts of a recipe.
	4.3 Plan job task assignments with a lot partners.
	4.4 Demonstrate a knowledge of abbreviations and food preparation terms.
	4.5 Identify correct use of measuring, mixing, preparing, cooling and baking equipment.
	4.6 Demonstrate correct measuring techniques for both liquid and dry ingredients using standard and liquid measurements.
	4.7 List procedures to follow when working in the foods lab in school.
	4.8 Describe small and large appliances used in the lab.
	4.9 Evaluate food preparation procedures and products.
5. Food Selection.	5.1 Discuss the importance of food selection as it relates to our cultural, social and economic conditions.
	5.2 List guidelines to follow when setting the table.
	5.3 Explain accepted table manners of various cultures and their purposes.
	5.4 Describe the effects of climate and transportation on food availability.
	5.5 Discuss world food problems and programs available to help people obtain better nutrition.

H. Housing, Home Furnishings and Equipment.

1. Shelter/differing cultures.	1.1 Describe the shelter of different cultures and relate this to the environment, economic conditions, and technological advances.
	1.2 Define basic terms related to housing.
	1.3 Identify different types of shelter and describe how the structures were influences by environmental and economic conditions and technological advances.
2. Functions of Housing.	2.1 Relate the functions of housing to the basic needs of individuals.
	2.2 List the physical, social and emotional needs of human beings and identify ways in which housing can meet these needs.
	2.3 Explain how housing needs are related to stages of the life cycle and different family structures.
	2.4 Identify housing features that fulfill personal needs and interests.
	2.5 Explain the difference between a house and a home.
3. Sources of energy in the home.	3.1 Identify energy sources, home equipment which uses this energy, and purposes for energy conservation.
	3.2 List the renewable and non-renewable sources of energy.
4. Need for personal living space.	4.1 Explain how the organization of personal living space provides a setting for individual development and social interaction.
	4.2 Identify furnishings and accessories which enhance personal living space.
	4.3 Describe responsibilities of family members in maintaining a clean and orderly home environment.

5. Safe environment.	5.1 Describe a safe environment for personal and family living.
	5.2 Recognize the safety hazards that can exist in the home environment.
	5.3 Describe and/or demonstrate methods of accident prevention in the home.
I. Home Management.	
1. Resources for individuals and families.	1.1 Identify and review human and material resources available to individuals, families, and different cultures.
2. Family decisions and goals.	2.1 Recognize and discuss that family decisions reflect goals and goal achievement and vary as do the families themselves.
	2.2 Cite examples of short range and long range goals.
	2.3 Explain how attainment of short range goals contributes to the achievement of long range goals.
	2.4 List examples of decisions which families make regarding household management.
	2.5 Identify reasons why family goals may or may not be achieved.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(CONSUMER AND HOMEMAKING EDUCATION)
20.0106 Family/Individual Health

20.0106 **Family/Individual Health** -- an instructional program that prepares individuals to understand the related aspects of health in family living with special emphasis on nutrition, emotional health, and physical health; the relationship of the health of an individual to the well-being of the family; the prevention of illness; and the basic care of the ill and convalescent in the home, including the elderly, the young child, and the handicapped.

The program will provide instruction in:	The student will be expected to:
1. Using the decision making process.	1.1 Identify basic physical, emotional, intellectual and social needs.
	1.2 Describe ways of meeting basic human needs of individuals, families and groups.
	1.3 Analyze factors that influence personal values and goals.
	1.4 Describe conflicts in values and goals that may arise as an individual assumes different roles.
	1.5 Describe processes for clarifying values and goals.
	1.6 Clarify personal values and goals.
	1.7 Identify types of health decisions made by individuals and families.
	1.8 Identify the basic steps in making decisions.
2. Managing human resources.	2.1 Identify the tasks that maintain or improve the quality of home life.
	2.2 Assess interests and abilities of family members.
	2.3 Identify possible divisions of labor to accomplish family tasks.
	2.4 Apply principles of management to the allocation of available human resources.

3. Using community resources.	3.1 Describe physical and mental services provided by community agencies and organizations.
	3.2 Describe consumer services provided by community agencies and organizations.
	3.3 Describe social services provided by community agencies and organizations.
	3.4 Describe family services provided by community agencies and organizations.
	3.5 Investigate procedures to obtain community services to meet health needs.
4. Examining rights and responsibilities.	4.1 Identify basic consumer rights in purchasing and using goods and services.
	4.2 Identify basic consumer responsibilities in purchasing and using goods and services.
	4.3 Identify basic financial and legal rights related to the home and family.
	4.4 Identify basic financial and legal responsibilities related to the home and family.
	4.5 Explain federal, state and local laws that protect consumer rights.
	4.6 Investigate sources of consumer information and protection.
	4.7 Explain individual responsibilities in planning families.
	4.8 Resolve family and consumer problems using appropriate procedures and agencies.

5. Exploring employment opportunities and requirements.	5.1 Identify career opportunities in home economics occupations related to health.
	5.2 Describe skills, job requirements, job openings, career ladders and advancement possibilities for home economics related occupations.
	5.3 Identify opportunities for training in home economics related occupations.
	5.4 Relate occupations to personal skills, aptitudes and interests.
6. Examining growth and development patterns.	6.1 Describe the stages of physical, emotional, social, intellectual and moral development.
	6.2 Examine the influence of heredity and environment on the growth and development of the individual.
7. Maintaining personal health.	7.1 Relate the functioning of body systems to health.
	7.2 Identify physical conditions and symptoms that require medical assistance.
	7.3 Identify the signs and symptoms of common diseases and ailments.
	7.4 Analyze factors affecting the incidence and severity of communicable diseases.
	7.5 Identify diseases for which immunizations are available.
	7.6 Demonstrate techniques of personal cleanliness and sanitation that limit the effects of diseases.
	7.7 Compare the relationship of physical fitness, grooming and appearance to health maintenance.
	7.8 Describe recommended daily dental and optical care procedures.

8.	Maintaining mental health.	8.1 Identify factors that affect personal and family mental health.
		8.2 Explain the relationship between physical health and mental health.
		8.3 Recognize sings of emotional conditions that may indicate a need for professional assistance.
9.	Coping with stress and crisis.	9.1 Identify possible sources of stress and crisis.
		9.2 Identify positive and negative aspects of stress.
		9.3 Describe strategies for reducing or eliminating stress.
		9.4 Describe the obligations of family members to maintain a healthy family environment.
		9.5 Analyze possible causes and effects of abuse among family members.
		9.6 Analyze the consequences of use, misuse and abuse of substances.
		9.7 Identify possible alternatives to the use of drugs and other substances.
		9.8 Apply coping techniques to situations of stress and crisis.
10.	Examining family planning.	10.1 Identify factors that influence family planning decisions.
		10.2 Compare contraception techniques and devices.
11.	Selecting health care products and services.	11.1 Evaluate the factors that influence the selection of use of health care products and services.
		11.2 Investigate possible fraudulent or deceptive health care products and services.
		11.3 Select health care products and services using comparison shopping techniques to meet individual requirements.

12. Establishing nutritional eating patterns.	12.1 Determine factors that might affect the nutritional values of food.
	12.2 Evaluate the effects of food intake on physical and emotional health.
	12.3 Select foods that meet individual health requirements.
13. Relating nutrition to health.	13.1 Assess personal eating patterns in terms of dietary requirements.
	13.2 Evaluate diets based on food facts and fallacies.
	13.3 Plan daily food intake to meet various nutritional needs.
14. Practicing home safety.	14.1 Identify practices and attitudes that contribute to home safety.
	14.2 Describe conditions that create a safe home environment.
	14.3 Apply preventive measures to home conditions that may cause accident or injury.
15. Administering First Aid.	15.1 Identify common home emergencies that may require first aid.
	15.2 Assemble the basic items in a household first aid kit.
	15.3 Apply appropriate first aid procedures for common accidents.
16. Providing health care at home.	16.1 Identify health conditions that may require home care.
	16.2 Demonstrate basic home health care techniques.
	16.3 Identify environmental factors that affect health and human development.
	16.4 Plan activities to maintain or improve the quality of the environment.

17. Vocational student organization membership.	17.1 Participate in a vocational organization.
	17.2 Identify the advantages of participating in vocational student organizations.
	17.3 Participate as a member of a vocational students organization.
	17.4 Participate regularly in chapter meetings and activities at the state and local levels.
	17.5 State the purposes of the organization.
	17.6 Recite the Creed and interpret it.
	17.7 Plan and conduct the "Power of One" project.
18. Development of leadership skills through VSO and related activities.	18.1. Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(CONSUMER AND HOMEMAKING EDUCATION)
20.0107 Family Living and Parenthood Education

20.0107 **Family Living and Parenthood Education** -- an instructional program that prepares individuals to understand the nature, function, and significance of human relationships within the family/individuals units. Includes instruction in the concepts and principles related to various family living conditions; the establishment and maintenance of relationships; and the preparation for marriage, parenthood, and family life. Instruction emphasizes the uniqueness of families and individuals, the development and socialization of the individuals, and meeting the needs and interests of individuals and family members.

The program will provide instruction in:	The student will be expected to:
1. Development of self esteem and personality.	1.1 Define self esteem, personality and changes that occur throughout life.
	1.2 Describe methods to improve self-concept and develop assertiveness.
	1.3 Identify characteristics that makes individuals personality unique.
	1.4 Identify basic physical, emotional, intellectual and social needs.
	1.5 Generate a personal philosophy of life based upon examination of self, values and goals.
2. Values and Decision Making Process.	2.1 Describe ways of meeting basic human needs of individuals, families and groups.
	2.2 Analyze factors that influence personal values and goals and explain how they affect future decisions.
	2.3 Describe conflicts in values and goals that may arise as an individual assumes different roles.
	2.4 Describe processes for clarifying values and goals.

2. Values and Decision Making Process. (cont'd)	2.5 Clarify personal values and goals.
	2.6 Identify types of health and personal decisions made by individuals and families.
	2.7 Identify the basic steps in making decisions.
	2.8 Examine potential roadblocks to adulthood and determine how responsible decision making can circumvent problems.
	2.9 Analyze the impact of peer pressure upon decision-making.
	2.10 Evaluate the influence of sex, race, and age bias in decision making.
3. Communication and Interpersonal relationships.	3.1 Compare the past and present interrelationships of the family in relation to roles and functions.
	3.2 Analyze the types of love relationships and distinguish between love, infatuation, and sexual gratification.
	3.3 Analyze personal readiness for serious commitments.
	3.4 Identify personality patterns and types of interaction.
	3.5 Establish criteria for establishing and maintaining friendship.
	3.6 Demonstrate effective skills and strategies in communicating with various types of personalities in different cultural environments and situations.
	3.7 Formulate solutions for resolving conflict encountered in daily living.
	3.8 Apply communication skills in the resolution of family conflicts.
	3.9 Analyze factors in building healthy interpersonal relationships one a period of time

3. Communication and Interpersonal relationships. (cont'd)	3.10 Develop alternative solutions to interpersonal conflicts based on adequate knowledge of another person's values, needs, and feelings.
	3.11 Analyze family interaction patterns
	3.12 Demonstrate techniques to promote effective family communication.
	3.13 Identify ways to promote effective family communication.
4. Assessing changing Family Structure and Roles.	4.1 Identify and define the different types of families.
	4.2 Identify functions of the family.
	4.3 Explore the effects of alternative family structures upon family members.
	4.4 Describe the changes in family members that occur over time.
	4.5 Compare and contrast the traditional family with the contemporary family.
	4.6 Relate societal, cultural and economic changes to decisions made in the family.
	4.7 Compare and contrast families of different ethnic and cultural backgrounds.
	4.8 Describe problems, rewards, and adjustments in the family over the life cycle.
	4.9 Evaluate changes in the family over the life cycle.
	4.10 Identify types of family life styles and responsibilities of each
	4.11 Analyze factors that influence the type of family lifestyle chosen.
	4.12 Identify examples of maturity as a process of changing from total dependence to degrees of independence.

5. Sexual Identity.	5.1 Examine personal attitudes toward sexual behavior that influence sexual decisions.
	5.2 Compare the development of the reproductive systems in males and females.
	5.3 Differentiate between the available methods of contraception.
	5.4 Explain the common sexually transmitted diseases.
	5.5 Explain the variations in sexual behavior.
	5.6 Describe the influence of sex roles in relationships.
	5.7 Explain the responsibilities associated with human sexuality.
6. Preparation for Marriage and Family Living.	6.1 Analyze how dating is used as a means for mate selections.
	6.2 Analyze the role of peer pressure on dating and mate selection.
	6.3 Examine the value of dating and engagement period before marriage.
	6.4 Generate realistic expectations of marriage.
	6.5 Examine ways that an individual can prepare for multiple roles in adulthood.
	6.6 Analyze family laws and customs.
	6.7 Evaluate the purpose of marriage and family life.

7. Human Growth and Development.	7.1 Describe the stages of physical, emotional, social, intellectual and moral development.
	7.2 Relate patterns of behavior to stages of development.
	7.3 Examine the influences of heredity and environment on the growth and development of the individual.
8. Parenthood.	8.1 Factors that influence family planning decisions.
	8.2 Give examples of current trends in parenthood.
	8.3 Describe the responsibilities associated with parenthood.
	8.4 Explain the options available for infertile couples.
	8.5 Describe the course of pregnancy and the childbirth process.
	8.6 Examine complications related to poor nutrition, excessive weight gain, drugs, caffeine, alcohol, and smoking during pregnancy.
	8.7 Describe the physical growth of children from birth to six years.
	8.8 Explain the relationship of food choices of children to tooth care.
	8.9 Point out variations in motor skill development among children.
	8.10 Determine the guidelines for adequately meeting the physical needs (food, sleep, and clothing) of children.
	8.11 Explain reasons why personality development differs among children.
	8.12 Determine guidelines for selecting children's toys that facilitate learning.
	8.13 Distinguish between disciplining and punishing a child.
	8.14 Explain factors that influence the speech development of children.

9. Maintaining the Family Health.

9.1 Explain how to meet physical health needs of family members.

9.2 Identify physical, psychological, social, economic, and geographical reasons for food choices.

9.3 Identify examples of how nutrition, body composition, cardiovascular fitness, exercise, and stress affect personal fitness.

9.4 Identify cultural variations in menus and meal service.

9.5 Explain how food distribution systems affect food costs and choices.

9.6 Identify the effects of specific nutrient deficiencies.

9.7 Identify the effects of stress, alcohol, and drugs, on nutritional status.

9.8 Identify nutrient requirements across the life cycle.

9.9 Use U.S. recommended daily allowance to evaluate adequacy of dietary patterns.

9.10 Explain reasons for weight loss and weight gain.

9.11 Identify nutritional needs of individuals n special categories.

9.12 Identify services provided by local, state, and federal agencies.

9.13 Demonstrate the process to locate valid sources of nutrition information.

9.14 Evaluate dietary patterns in terms of short and long range health implications.

9.15 Determine factors that might affect the nutritional values of food.

9. Maintaining the family health. (cont'd)	9.16 Evaluate the effects of food intake on physical and emotional health.
	9.17 Select foods that meet individual health requirements.
	9.18 Assess personal eating patterns in terms of dietary requirements.
	9.19 Evaluate diets based on food facts and fallacies.
	9.20 Plan daily food intake to meet various nutritional needs.
10. Maintaining personal health.	10.1 Relate the functioning of body systems to health.
	10.2 Identify physical conditions and symptoms that require medical assistance.
	10.3 Identify the signs and symptoms of common diseases and ailments.
	10.4 Analyze factors affecting the incidence and severity of communicable diseases.
	10.5 Identify diseases for which immunizations are available.
	10.6 Demonstrate techniques of personal cleanliness and sanitation that limit the effects of diseases.
	10.7 Compare the relationship of physical fitness, grooming and appearance to health maintenance.
	10.8 Describe recommended daily dental and optical care procedures.
	10.9 Select health care products and services using comparison shopping techniques to meet individual requirements.
11. Maintaining mental health.	11.1 Identify factors that affect personal and family mental health.
	11.2 Explain the relationship between physical health and mental health.

11.	Maintaining mental health. (cont'd)	11.3 Recognize signs of emotional conditions that may indicate a need for professional assistance.
12.	Substance use and abuse.	12.1 Outline factors, such as smoking, alcohol or drug abuse, obesity, and lack of exercise, that increase the risk of health problems.
13.	Safety and first aid.	13.1 Outline procedures for maintaining safe and sanitary conditions in the home.
		13.2 Identify practices and attitudes that contribute to home safety.
		13.3 Describe conditions that create a safe home environment.
		13.4 Apply preventive measures to home conditions that may cause accident or injury.
		13.5 Identify common home emergencies that may require first aid.
14.	Coping with stress, crisis and divorce.	14.1 Analyze the impact of stress of family members.
		14.2 Describe strategies for resolving conflicts among family members.
		14.3 Analyze possible causes and effects of abuse among family members.
		14.4 Analyze the consequences of use, misuse, and abuse of substances.
		14.5 Apply coping techniques to situations of stress and crisis.
15.	Personal and financial management.	15.1 Identify the tasks that maintain or improve the quality of home life.
		15.2 Assess interests and abilities of family members.
		15.3 Identify possible divisions of labor to accomplish family tasks.
		15.4 Apply principles of management to the allocation of available human resources.

15.	Personal and financial management. (cont'd.)	15.5 Identify basic financial and legal responsibilities related to the home and family.
		15.6 Explain federal, state and local laws that protect consumer rights.
		15.7 Investigate sources of consumer information and protection.
		15.8 Resolve family and consumer problems using appropriate procedures and agencies.
		15.9 Identify basic consumer rights in purchasing and using goods and services.
		15.10 Identify basic consumer responsibilities in purchasing and using goods and services.
		15.11 Identify basic financial and legal rights related to the home and family.
16.	Careers in Family Relations.	16.1 Identify career opportunities in home economics occupations related to health.
		16.2 Describe skills, job requirements, job openings, career ladders, and advancement possibilities for home economics related occupations.
		16.3 Identify opportunities for training in home economics related occupations.
		16.4 Relate occupations to personal skills, aptitudes and interests.
17.	Vocational student organization membership	17.1 Participate in a vocational organization.
		17.2 Identify the advantages of participating in a vocational student organization.
		17.3 Participate as a member of a vocational student organization.
		17.4 Participate regularly in chapter meetings and activities at the state and local levels.

17. Vocational student organization membership. (cont'd.)	17.5 State the purposes of the organization.
	17.6 Recite the Creed and interpret it.
	17.7 Plan and conduct the "Power of One" project.
18. Development of leadership skills through VSO and related activities.	18.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
CONSUMER AND HOMEMAKING EDUCATION
20.0108 Food & Nutrition
Level I

20.0108 **Food and Nutrition** — an instructional program that prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and well-being; the selection, preparation, and care of food meal management to meet individual and family food needs and patterns of living; good economics and ecology; and optimal use of the food dollar.

The program will provide instruction in:

1. Food choices and patterns.

The student will be expected to:

1.1 Recognize that one's food choices and food patterns result from one's own personal experiences, and societal influences.

1.2 List reasons, other than hunger, why people eat.

1.3 Analyze personal food preferences and practices.

1.4 Describe family situations and occasions when food plays a major role

1.5 Describe how foods are used to fulfill psychological needs.

1.6 List ways that food serves as a socializer.

1.7 Identify food customs related to cultural heritage.

1.8 Describe foods common to different parts of the world.

1.9 List the geographical regions of the U.S. and name foods common to each region that can be traced to early settlers of the region.

1.10 Prepare a food associated with each region of the U.S.

1.11 Plan, prepare and serve a meal representative of a foreign country and describe its significance.

1.	Food choices and patterns. (Cont'd)	1.12 Identify cooking terms and equipment associated with foreign or ethnic cooking.
2.	Safety and sanitation.	2.1 Practice safety and sanitation in food handling.
		2.2 List ways through which food becomes contaminated.
		2.3 Describe practices for sanitizing the kitchen area correctly.
		2.4 Demonstrate proper storage and/or refrigeration of specified food items.
		2.5 Prepare different types of food items for storage utilizing acceptable storage containers and materials and explain why each was used.
		2.6 Identify safety precautions.
		2.7 Describe work hazards to avoid in the kitchen.
3.	Equipment.	3.1 Identify small and large equipment used in the kitchen and associate the equipment with the specific task that is to be performed.
		3.2 Identify pieces of small equipment used in food preparation; demonstrate their proper use, care, and storage.
		3.3 Demonstrate use and care of large equipment in the kitchen, including a gas and/or electric range and oven.
		3.4 Select the proper equipment for specific tasks to be performed.
		3.5 Select the large and small equipment needed to prepare the meal from a given menu.

4. Measuring.	4.1 Demonstrate measuring techniques in food preparation.
	4.2 Identify measuring equipment.
	4.3 Identify abbreviations and equivalents.
	4.4 Demonstrate measuring skills.
5. Using a recipe.	5.1 Demonstrate recipe usage in food preparation.
	5.2 Identify parts of a recipe.
	5.3 Define cooking terms.
	5.4 Adjust a standardized recipe.
	5.5 Prepare a food item given a recipe.
6. Diet and physical health.	6.1 Explain the relationship of diet and physical health and well-being.
	6.2 Identify functions of food that influence personal health, appearance, and growth.
	6.3 Indicate the energy-producing nutrients and list sources of these nutrients.
	6.4 List vitamins and minerals and indicate sources of them.
	6.5 List organs which are part of the digestive process.
	6.6 Identify the Basic Four Food groups and categorize foods according to these groups.
	6.7 Analyze those foods in daily diets which contribute "empty" calories.
	6.8 Calculate average caloric intake.
	6.9 Select snacks that contribute to nutritional needs.
	6.10 Identify the nutritional and health risks associated with different food patterns.

6.	Diet and physical health. (cont'd.).	6.11 Explain why a diet composed of a variety of foods is desirable.
		6.12 Analyze personal nutrition and food patterns; identify problems, and initiate action to correct these problems.
		6.13 List practices that promote good dental health.
7.	Nutritional contribution of food.	7.1 Explain the nutritional contribution of the four food groups to one's diet and select and prepare foods from each group.
		7.2 Identify the types of food and amounts needed each of the Basic Four Food groups.
		7.3 List the main nutrients supplied to the body by foods in each of the Basic Four Food groups.
		7.4 List nutrients supplied to the body by foods in the "other" category.
		7.5 Categorize the foods eaten during a specific period into the Basic Four Food groups and analyze dietary habits.
		7.6 Create simple meals meeting acceptable nutritional requirements and basic cooking principles and techniques.
8.	Career opportunities in the Food industry.	8.1 Explore future career opportunities in the food industry.
		8.2 List as many businesses as possible in the greater community that are involved in the production, processing or service of food.
		8.3 Identify positions from the local newspaper's classified section that require some training and/or knowledge of foods or nutrition.

9. Standards for serving food.	9.1 Utilize acceptable standards for serving food appropriately in a variety of social settings.
	9.2 Demonstrate correct table settings for serving meals family-style, buffet, and other special settings.
	9.3 Demonstrate appropriate manners for family meals and special settings.
10. Vocational Student organizations membership.	10.1 Participate in a vocational organi-zation.
	10.2 Identify the advantages of participating in a vocational student organization
	10.3 Participate as a member of a vocational student organization
	10.4 Participate regularly in chapter meetings and activities at the state and local levels.
	10.5 State the purposes of the organization.
	10.6 Recite the Creed and interpret it.
	10.7 Plan and conduct the "Power of One" project.
11. Development of leadership skills through VSO and related activities.	11.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
CONSUMER AND HOMEMAKING EDUCATION
20.0108 Food & Nutrition
Level II

20.0108 **Food and Nutrition** — an instructional program that prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and well-being; the selection, preparation, and care of food meal management to meet individual and family food needs and patterns of living; good economics and ecology; and optimal use of the food dollar.

The program will provide instruction in:

1. Influences on Food Choices

The student will be expected to:

1.1 Define the ways in which values and nutritional goals influence food choices.

1.2 Describe a variety of eating patterns by which nutritional needs can be met.

1.3 Select an adequate diet based on nutrient criteria when given limited food resources.

1.4 Associate the lack of specific nutrients with the resultant dietary diseases.

1.5 Summarize the U.S. dietary goals and explain the need for each one as related to health, fitness and well-being.

1.6 Recognize present societal attitudes toward body size; identify causes of overweight and investigate ways of controlling weight.

1.7 Plan a food and activity pattern which results in a desirable body weight.

1.8 Interpret nutritional information of food packages or labels and evaluate the contents.

1. Influences on Food Choices. (cont'd.)	1.9 Evaluate food and nutrition claims on a logical and nutritionally informed basis.
	1.10 Evaluate food fads and fallacies and identify items of food misinformation.
2. Purchasing Food.	2.1 Demonstrate the ability to purchase foods according to their nutritional values, anticipated use and available resources.
	2.2 List grocery shopping practices that, if followed, will result in consumer and producer satisfaction.
	2.3 Evaluate various forms of a product for appearance, taste, nutrient content, cost and convenience.
	2.4 Analyze budgeting patterns and buying practices in management of the food dollar.
	2.5 Compare and evaluate convenience foods with similar foods prepared "from scratch" for taste, cost, preparation time and appearance.
	2.6 Identify the focus of food advertisements and the age or interest groups to which each advertisement appeals.
	2.7 Evaluate food packages based on information contained on them and visual appeal.
	2.8 Select quantities and determine the forms of food to be purchased based on budget and storage availability.
3. Role of federal government in food purchasing and use.	3.1 Analyze the role of the federal government in its activities to help and protect consumers; define the rights and responsibilities of consumers.

3. Role of federal government in food purchasing and use. (Cont'd)	3.2 Explain how laws and regulations protect the consumer.
	3.3 List and demonstrate consumer rights and responsibilities related to food purchases.
	3.4 Identify governmental agencies that are involved in consumer protection related to food purchasing and service.
	3.5 Explain techniques for obtaining the most efficient use of the electric and/or gas appliances in the kitchen.
4. Food selection and purchasing.	4.1 Explore management techniques basic to selecting and purchasing food wisely, exercising skills involved in using time, energy, and money wisely.
	4.2 Identify the major resources for completing a task and apply them to a work and time schedule.
	4.3 Utilize resources effectively while working in the kitchen.
	4.4 Plan meals based on a specified budget using time and labor-saving devices.
	4.5 List factors that affect food selection purchases.
	4.6 Define the effect of lifestyle on meal management.
	4.7 Identify ways to reduce time and energy spent in meal preparation.
	4.8 List ways supermarkets encourage consumers to purchase.
	4.9 Identify factors, other than price, to consider when purchasing food.
	4.10 Demonstrate principles of organization and management for kitchen facilities and equipment.

5. Meal planning principle.	5.1 Utilize meal planning principles in the planning and preparation of nutritious meals.
	5.2 Identify principles of meal planning.
	5.3 Prepare foods in a variety of ways to vary calories, cost, color, texture and flavor.
	5.4 Plan nutritious meals for a given family situation and period of time.
	5.5 Demonstrate procedures for preparation and storage of foods in each of the four basic food groups; explain the function of these groups in meal planning.
	5.6 Modify quantities and utilize ingredient substitutions.
	5.7 Demonstrate specialized techniques in the preparation and service of food.
	5.8 Use metric measuring equipment correctly.
6. Vocational student organization membership	6.1 Participate in a vocational organization.
	6.2 Identify the advantages of participating in a vocational student organization.
	6.3 Participate as a member of a vocational student organization.
	6.4 Participate regularly in chapter meetings and activities at the state and local levels.
	6.5 State the purposes of the organization.
	6.6 Recite the Creed and interpret it.
	6.7 Plan and conduct the "Power of One" project.

7. Development of leadership skills through VSO and related activities.	7.1 Demonstrate leadership development in: a. Social and interpersonal skills. b. Oral and written communication. c. Organization and management skills. d. Civic responsibilities. e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
CONSUMER AND HOMEMAKING EDUCATION
20.0108 Food & Nutrition
Level III

20.0108 **Food and Nutrition** — an instructional program that prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and well-being; the selection, preparation, and care of food meal management to meet individual and family food needs and patterns of living; good economics and ecology; and optimal use of the food dollar.

The program will provide instruction in:	The student will be expected to:
1. Career opportunities in food management.	1.1 Explore future career opportunities and the procedures for obtaining a job in the food industry or food management.
	1.2 List job and career opportunities available in food management.
	1.3 Classify and analyze types of food service establishments.
	1.4 Survey the local community for jobs available in food management.
	1.5 Write a letter of introduction.
	1.6 Complete a job application correctly.
	1.7 Compile a resume.
	1.8 Describe a job applicant's role in an interview.
2. Nutritional needs relating to family life cycle stages.	2.1 Identify and analyze nutritional needs relating to the stages of the family life cycle.
	2.2 Develop a one-year food time line for an infant in stages and include physical changes at each stage.
	2.3 Identify nutritional needs of the infant and toddler.
	2.4 Identify nutritional snacks for preschool children.

2.	Nutritional needs relating to family life cycle stages. (cont'd.)	2.5 Plan a day's diet for a preschool child that will be attractive to the child.
		2.6 Plan a nutritionally sound day's diet for a school-aged child.
		2.7 State the recommended daily dietary allowance for people at each age level.
		2.8 List factors that contribute to the nutritional needs of a healthy adult.
		2.9 List and describe physical or social factors which influence the elderly diet.
		2.10 Outline dietary needs of the pregnant mother and/or the lactating mother.
		2.11 List reasons why people fail to eat or overeat.
		2.12 Plan a nutritionally sound diet for a person who is under-weight and one who is over-weight.
		2.13 Plan a menu for an elderly couple.
		2.14 Create nutritionally adequate menus for families or individuals at different stages in the family life cycle (i.e. teenage boy, young married working couple).
3.	Menu planning.	3.1 Analyze and formulate menu plans for families of various lifestyles that meet their needs.
		3.2 Analyze meals purchased away from home for nutrient content.
		3.3 List factors affecting meal planning.
		3.4 Prepare a menu for a low-budget meal.
		3.5 Identify alternatives for meat in meal planning.

3.	Menu planning. (cont'd.)	3.6 Plan menus for nutritious meals that can be prepared in short periods of time.
		3.7 Plan meals for young adults that are nutritionally sound and low-cost.
4.	Food management techniques.	4.1 Apply management techniques in the preparation and service of meals and special functions.
		4.2 Plan all components of a meal in which guests are present when given a special situation.
		4.3 Identify factors to consider when planning meals for food service for special functions.
		4.4 Demonstrate appropriate variations in table service and appointments for specific purposes.
		4.5 Describe and use the correct etiquette for any given situation.
		4.6 Suggest ways to use leftover meat for another meal.
		4.7 Demonstrate some "gourmet" techniques with food.
5.	Food preservation.	5.1 Demonstrate principles of home food preservation in preparing food items for storage for future use by the family.
		5.2 Identify causes of food spoilage in food preservation.
		5.3 Identify benefits of gardening and practice gardening skills in school setting.
		5.4 Select and identify pieces of equipment and materials used in food preservation.
		5.5 Describe the purpose and procedure for methods of preserving fruits and vegetables.
		5.6 Preserve foods by the use of freezing, canning, pickling, and jellying.

5. Food preservation. (cont'd)	5.7 Interpret changes in foods and nutrients during preparation and processing.
	5.8 Identify and prepare types of homemade foods that are either traditional and/or suitable to give as gifts.
6. Food related organizations and their role.	6.1 Analyze the role that food plays in the health of individuals, families, communities, and nations; identify the functions of organizations which deal with food-related situations.
	6.2 Clarify values regarding policies and techniques for dealing with world hunger.
	6.3 Identify federal or international agencies associated with food shortage problems and describe goals and major actions.
	6.4 Identify important food sources of other nations and classify them according to food groups and nutritional contributions.
	6.5 Summarize some of the current research in nutrition and use this information to demonstrate the importance of nutritious food selection.
	6.6 List and discuss the major nutrition related health problems in the U.S. today.
	6.7 Identify available resources in the community to prevent or solve nutrition problems of individuals.
	6.8 Identify foods for home and community emergencies.

7. Knowledge of food groups.	7.1 Adapt theoretical knowledge of the food groups and preparation techniques to practical uses.
	7.2 Match dairy products sold in the U.S. with their geographical region or nation of origin.
	7.3 Demonstrate thorough knowledge of the concept of nutrient density of foods in the milk product group and suggest ways for an individual to ingest the recommended servings without drinking fluid milk.
	7.4 Recommend ways to lower the fat content of foods from the milk products given.
	7.5 Identify appropriate serving amounts and methods of preparation for variety meats and meats other than beef.
	7.6 Associate some foods from the fruit and vegetable groups as a major food in another country.
	7.7 List some fruits and vegetables that have a high vitamin density.
	7.8 List ways to increase protein levels of foods in the grain group and discuss the pros and cons of the enrichment of foods in this group.
8. Vocational student organization membership.	8.1 Participate in a vocational organization.
	8.2 Identify the advantages of participating in a vocational student organization.
	8.3 Participate as a member of a vocational student organization.
	8.4 Participate regularly in chapter meetings and activities at the state and local levels.
	8.5 State the purposes of the organization.
	8.6 Recite the Creed and interpret it.
	8.7 Plan and conduct the "Power of One" project.

9. Development of leadership skills through VSO and related activities.	9.1 Demonstrate leadership development in: a. Social and interpersonal skills. b. Oral and written communication. c. Organization and management skills. d. Civic responsibilities. e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
20.0109 Home Management
Level I

20.0109 **Home Management** — an instructional program that prepares individuals to understand the establishment and maintenance of a satisfying home and family life, including decision making regarding human and non-human resources. Includes instruction in the societal and economic influences on individual and family management; values, goals, and standards; family economics; and the organization of activities in the home as a means of successfully combining the roles of homemaker and wage earner.

The program will provide instruction in:	The student will be expected to:
1. Establishing a satisfying home and family life.	1.1 Explain how values, goals, standards and resources affect the establishment and maintenance of a satisfying home and family life.
	1.2 Define personal values.
	1.3 Identify short term and long term goals.
	1.4 State examples of needs and wants.
	1.5 Identify available resources.
	1.6 Describe the effect of values, goals, standards and resources on a specific life style.
2. Decision-making process.	2.1 Demonstrate the decision-making process.
	2.2 List the steps in the decision-making process.
	2.3 Evaluate the decision made for specific circumstances.
	2.4 Apply the decision making process to making consumer decisions to meet personal needs and wants.

3.	Use of resources.	3.1 Illustrate uses for available resources.
		3.2 Define resources.
		3.3 Classify resources.
		3.4 Apply principles of resources use to decisions related to allocation of resources.
		3.5 Assess the effects of the use of resources.
		3.6 Explain ways people can meet the needs and wants with limited resources.
4.	Management skills.	4.1 Apply principles of management skills.
		4.2 Organize time usage.
		4.3 Prepare an individual spending plan.
		4.4 Recognize energy conservation.
		4.5 Assess environmental resources.
		4.6 State recycling cost by recycling.
5.	The management process.	5.1 Demonstrate skills in the management process.
		5.2 Explain the role of routine in managing.
		5.3 Devise and use means of implementing plan which include checking, adjusting and facilitating the plans.
		5.4 Evaluate in order to devise means of dividing work to provide optimum development of all persons involved and balance use of resources.

6. The individual as a consumer.	6.1 Utilize management skills in the analysis of the individual as a consumer.
	6.2 Define consumer rights and responsibilities.
	6.3 Recognize spending patterns.
	6.4 Demonstrate knowledge of buy-ing principles.
	6.5 Identify the opportunity costs of alternative consumer choices.
	6.6 Identify consumer products and practices which are harmful to the environment of the individual.
	6.7 Develop standards to use when judging effectiveness of information attached to the purchases product.
	6.8 Distinguish between product misuse and product failure.
	6.9 Identify the aid and protection offered the consumer.
	6.10 Develop criteria for determining safety features for each of the following types of products: toys, food, clothing, cosmetics.
7. Vocational student organization membership.	7.1 Participate in a vocational organization.
	7.2 Identify the advantages of participating in a vocational student organization.
	7.3 Participate as a member of a vocational student organization.
	7.4 Participate regularly in chapter meetings and activities at the state and local levels.
	7.5 State the purposes of the organization.
	7.6 Recite the Creed and interpret it.
	7.7 Plan and conduct the "Power of One" project.

8. Development of leadership skills through VSO and related activities.	8.1 Demonstrate leadership development in: a. Social and interpersonal skills. b. Oral and written communication. c. Organization and management skills. d. Civic responsibilities. e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
20.0109 Home Management
Level II

20.0109 **Home Management** — an instructional program that prepares individuals to understand the establishment and maintenance of a satisfying home and family life, including decision making regarding human and non-human resources. Includes instruction in the societal and economic influences on individual and family management; values, goals, and standards; family economics; and the organization of activities in the home as a means of successfully combining the roles of homemaker and wage earner.

The program will provide instruction in:

1 The family life cycle. The impact of society.

The student will be expected to:

1.1 Explain the family life cycle; how it is affected by society; and how the management process can be applied to meet change.

1.2 Describe the stages in the family life cycle.

1.3 Determine how different stages in family life cycles and different types of life styles affect and are affected by individual values and goals.

1.4 Analyze effects of society on the various stages of the family life cycle.

1.5 Describe how adjustments to goals are needed in order to meet the varying stages of the family life cycle.

1.6 Identify crises and what might cause them to be less tragic to varying stages of the family cycle.

1.7 Explain factors preceding a crisis situation and restructure the situation showing the effect of self-motivation and flexibility.

1.8 Analyze personal management skills and revise activities into a satisfactory order for different life styles.

2. Managing family role resources - The Psychology of human behavior.	2.1 Demonstrate effective management of family human resources in the stages of the family life cycle.
	2.2 Compare roles of student and adults as carried out in the home and community.
	2.3 Identify family roles traditionally and non-traditionally and/or in different life styles.
	2.4 Analyze family roles behavior which demonstrates avoidance of dislike tasks; explain the decision to accept or change to behavior.
	2.5 Identify and organize traditional and/or non-traditional family activities.
	2.6 Use the democratic methods of group organization and compare its advantages and disadvantages to the authoritative method.
	2.7 Arrange for check points in a one group plan in order to recognize and make changes from the original or traditional procedure.
	2.8 Analyze job related activities and home related activities using time and motion studies and established goals for increased production and efficiently.
	2.9 Construct a job analysis with families of different life styles in which there is represented a variety of stages in the life effectiveness of each member.
3. Family unit management skills.	3.1 Demonstrate management and decision-making skills in regard to the family unit.
	3.2 Interpret and engage in setting priorities.
	3.3 Interpret basis for decisions in use of resources to meet family needs.
	3.4 Determine short term and long term goals and interpret influence upon each in regard to the family.

3.	Family unit management skills. (cont'd.)	3.5 Identify and explain the purpose of community resources and discuss how each would supplement an individual's income.
4.	Financial aspects of various life styles.	4.1 Analyze financial activities of various life styles and cycles and evaluate.
		4.2 Compare an individual plan for spending with a family's plan for spending.
		4.3 Develop a list of consideration for preparing a plan for spending for a family; analyze priorities.
		4.4 Develop a plan for financial protection for oneself or family based on present and future needs in regard to insurance, saving, investment and retirement.
		4.5 Explain the effects of economic decisions on the individual, family, community and society.
5.	Consumer information.	5.1 Exercise responsibilities when making rational and influential consumer decisions by obtaining and responding to consumer information.
		5.2 Describe the benefits of using consumer information.
		5.3 Describe the relationship of basic consumer rights and responsibilities to consumer behavior.
		5.4 Evaluate the effects of consumer legislation on the consumer and business/industry.
		5.5 Explain the relationship between sound consumer information and purchasing decisions that are satisfactory to both consumer and seller.
		5.6 Evaluate different sources of information concerning the selection of a product in regard to the usefulness of the information to a consumer.

6. Vocational student organization membership.	6.1 Participate in a vocational organization.
	6.2 Identify the advantages of participating in a vocational student organization
	6.3 Participate as a member of a vocational student organization
	6.4 Participate regularly in chapter meetings and activities at the state and local levels.
	6.5 State the purposes of the organization.
	6.6 Recite the Creed and interpret it.
	6.7 Plan and conduct the "Power of One" project.
7. Development of leadership skills through VSO and related activities.	7.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(CONSUMER AND HOMEMAKING EDUCATION)
20.0110 Housing, Home Furnishings and Equipment

20.0110 **Housing, Home Furnishings and Equipment** — an instructional program that prepares individuals to understand the physical, psychological, and social influences pertaining to complex housing decisions required for creating a desirable living environment. Includes instruction in the human and environmental factors influencing the form and use of housing; the varied types of housing; costs; exterior and interior design; home furnishings and equipment; and the selection, use, and care of available resources for achieving improved living space to meet individual and family needs.

The program will provide instruction in:	The student will be expected to:
1. Using the decision making process.	1.1 Identify basic physical, emotional, intellectual and social needs.
	1.2 Describe ways of meeting basic human needs of individuals, families and groups.
	1.3 Analyze factors that influence personal values and goals.
	1.4 Describe conflicts in values and goals that may arise as an individual assumes different roles.
	1.5 Describe processes for clarifying values and goals.
	1.6 Clarify personal values and goals.
	1.7 Identify types of shelter decisions that are made by individuals and families.
2. Managing human resources.	2.1 Identify the tasks that maintain or improve the quality of home life.
	2.2 Assess interests and abilities of family members.
	2.3 Identify possible divisions of labor to accomplish family tasks.
	2.4 Apply principles of management to the allocation of available human resources.

3. Using community resources.	3.1 Describe consumer services provided by community agencies and organizations.
	3.2 Describe social services provided
	3.3 Describe family services provide by community agencies and organizations.
	3.4 Investigate procedures to obtain community services to meet shelter needs.
4. Examining rights and responsibilities.	4.1 Identify basic consumer rights in purchasing and using goods and services.
	4.2 Identify basic consumer responsibilities in purchasing and using goods and services.
	4.3 Identify basic financial and legal responsibilities related to the home and family.
	4.4 Examine federal, state and local laws that protect consumer rights.
	4.5 Investigate sources of consumer information and protection related to shelter.
	4.6 Resolve family and consumer problems using appropriate procedures and agencies.
5. Exploring employment opportunities and requirements.	5.1 Identify career opportunities in home economics occupations related to housing and home furnishings.
	5.2 Describe skills, job requirements, job openings, career ladders and advancement possibilities for home-economics-related occupations.
	5.3 Identify opportunities for training in home economics related occupations.
	5.4 Relate occupations to personal skills, aptitudes and interests.

6. Selecting shelter.	6.1 Determine factors that may influence housing selections.
	6.2 Identify factors that determine interior and exterior structural quality.
	6.3 Compare home ownership to rental.
7. Obtaining shelter.	7.1 Compare various methods of financing the purchase of a home.
	7.2 Identify sources of financial assistance for obtaining shelter.
	7.3 Compare agencies and programs that provide assistance in obtaining shelter.
	7.4 Interpret credit agreements.
8. Applying buying practices.	8.1 Describe possible effects of advertising and marketing techniques upon consumers.
	8.2 Identify misleading and deceptive advertising and marketing practices.
	8.3 Interpret the information provided on product label.
	8.4 Compare various retail outlets.
	8.5 Analyze various types of seasonal and special sales.
	8.6 Compare, maintenance, repair, costs of consumer goods.
	8.7 Analyze the positive and negative aspects of comparison shopping.
	8.8 Apply comparison shopping procedures to the purchase of home furnishings.

9.	Selecting furniture and accessories.	9.1 Determine factors that may influence the selection of furniture and accessories.
		9.2 Coordinate furniture and accessories using design elements and principles.
		9.3 Selecting furniture and accessories using design elements and principles.
10.	Operating and maintaining equipment and appliance.	10.1 Determine factors that may influence the selection of equipment and appliances.
		10.2 Describe time, money and energy-saving techniques in operating equipment and appliances.
		10.3 Operate home equipment and appliances.
		10.4 Apply routine maintenance procedures to home equipment and appliances.
11.	Selecting floor, wall and window treatments.	11.1 Determine factors that may influence the selection of floor, wall and window treatments.
		11.2 Demonstrate basic care procedures for floor, wall and window treatments.
		11.3 Select floor, wall and window treatments for housing situations
12.	Making home repairs and improvements.	12.1 Identify routine home maintenance tasks.
		12.2 Analyze skills, time and cost required to make specific home repairs.
		12.3 Obtain estimates for common home improvements.
13.	Practicing home safety.	13.1 Identify practices and attitudes that contribute to home safety.
		13.2 Describe conditions that create a safe home environment.
		13.3 Correct home conditions that may cause accident or injury.

14. Protecting the environment.	14.1 Identify environmental concerns that effect health and human development.
	14.2 Identify environmental concerns that may affect shelter choices.
	14.3 Plan activities that maintain or improve the quality of the environment.
15. Vocational student organization membership.	15.1 Participate in a vocational organization.
	15.2 Identify the advantages of participating in a vocational student organization
	15.3 Participate as a member of a vocational student organization
	15.4 Participate regularly in chapter meetings and activities at the state and local levels.
	15.5 State the purposes of the organization.
	15.6 Recite the Creed and interpret it.
	15.7 Plan and conduct the "Power of One" project.
16. Development of leadership skills through VSO and related activities.	16.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(OCCUPATIONAL HOME ECONOMICS)
20.0201 Child Care and Guidance Management and Services
Level I

20.0201 **Child Care and Guidance Management and Services, General** --- an instructional program that generally prepares individuals for occupations in child care and guidance, foster care/family day care, and teacher assistance, often under the supervision of professional personnel. Includes instruction in child growth and development; nutrition; program planning and management; safety and behavior guidance; recreational play activities; child abuse and neglect; parent-child personal relationships; learning experiences for children; interpersonal relationships; and laws, regulations, and policies relating to child-care services and maintenance of children's environment.

The program will provide instruction in:	The student will be expected to:
1 Career opportunities related to child care services.	1.1 Identify career opportunities, requirements, and characteristics related to the child care services.
	1.2 Identify child care careers using the State Occupational Information Coordinating Committee (SOICC), the Dictionary of Occupational Titles (DOT), and other current community resources.
	1.3 Identify rules and regulations using the Department of Licensing rules and regulations to observe in a child care setting.
	1.4 Identify community resources which could assist in the child's development.
	1.5 Identify characteristics of exceptional people using a variety of resources.

2. Presenting activities for young pre-school age level (3-5 yrs.) children.

2.1 Plan and present growth and development projects and activities for young children, 3-5 years pre-school age.

2.2 Presenting activities and programs for grow and development projects for young children of pre-school age 3-5 yrs.

2.3 Assist child individually.

2.4 Assist children with group activities.

2.5 Assist child with problem.

2.6 Read or tell stories to children.

2.7 Supervise routine cleanup by children.

2.8 Guide homework activities of after-school client.

2.9 Plan and teach math activities.

2.10 Plan social and career awareness activities.

2.11 Assist and supervise play activities used in teaching concepts.

2.12 Assist and supervise gross motor activities.

2.13 Plan and teach art activities.

2.14 Plan and teach language activities.

2.15 Plan activities to develop daily living skills.

2.16 Plan activities to develop positive self-image.

2.17 Plan with activities to develop manipulation.

2.18 Plan pre-reading and reading activities.

2.19 Plan pre-reading and reading activities.

2. Presenting activities for young preschool age level (3-5 yrs.) children. (cont'd)	2.20 Plan and carry out music activities.
	2.21 Plan and carryout dramatic play activities.
	2.22 Identify the needs of preschool children using a variety of growth and development resources.
	2.23 Plan activities using identified needs of preschool age children to organize materials.
	2.24 Present activities using a developed plan to enhance the total development of a preschool age children.
3. Guidance and discipline techniques for young children.	3.1 Describe discipline and guidance techniques to be utilized while caring for young children.
	3.2 Demonstrate appropriate communication skills to facilitate positive working relationships with co-workers and children.
	3.3 Identify inappropriate behavior using a knowledge of child development to implement limits with children.
	3.4 Dramatize behavior to enhance children's self-control, self-esteem, self-direction, and cooperation.
	3.5 Identify limits to aid children at each age in learning appropriate and inappropriate behavior.
4. Techniques for working with children.	4.1 Utilize management, discipline, and guidance techniques suitable to the levels of children's development in the center.
	4.2 Take attendance and do a health check for each child daily, recording any problems.
	4.3 Supervise free play time indoors and outdoors.
	4.4 Keep periodic observations and evaluations on each child for records.

4. Techniques for working with children. (cont'd.)	4.5 Keep materials, equipment and supplies in order.
	4.6 Answer the phone and take routine messages; converse with parents in an appropriate manner.
	4.7 Identify and practice positive guidance techniques in communicating with children.
	4.8 Write, plan and demonstrate a program for various activities.
	4.9 Evaluate activities in terms of accomplishing objectives related to guiding and disciplining children.
5. Preparing and Serving Food.	5.1 Plan and serve nutritious and appetizing snacks.
	5.2 Check in food and supplies.
	5.3 Store food and supplies.
	5.4 Assist children in preparing foods.
	5.5 Assist children in getting ready for snacks.
	5.6 Set up tables.
	5.7 Clean and sanitize kitchen and eating area.
	5.8 Wash dishes, glassware, silverware and utensils.
	5.9 Store dishes, glassware, silverware and utensils.
	5.10 Prepare food.
	5.11 Operate small kitchen appliances.
6. Vocational student organization membership.	6.1 Participate in a vocational organization.
	6.2 Identify the advantages of participating in a vocational student organization
	6.3 Participate as a member of a vocational student organization
	6.4 Participate regularly in chapter meetings and activities at the state and local levels.

6. Vocational student organization membership. (cont'd.)	6.5 State the purposes of the organization.
	6.6 Recite the Creed and interpret it.
	6.7 Plan and conduct the "Power of One" project.
7. Development of leadership skills through VSO and related activities.	7.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(OCCUPATIONAL HOME ECONOMICS)
20.0201 Child Care and Guidance Management and Services
Level II

20.0201 **Child Care and Guidance Management and Services, General** --- an instructional program that generally prepares individuals for occupations in child care and guidance, foster care/family day care, and teacher assistance, often under the supervision of professional personnel. Includes instruction in child growth and development; nutrition; program planning and management; safety and behavior guidance; recreational play activities; child abuse and neglect; parent-child personal relationships; learning experiences for children; interpersonal relationships; and laws, regulations, and policies relating to child-care services and maintenance of children's environment.

The program will provide instruction in:	The student will be expected to:
1. Program for young children.	1.1 Organize activities and program for young children, using available resources and knowledge of child development.
	1.2 Plan activities using a lesson plan model and resources to organize materials and activities.
	1.3 Use available resources to implement a developed plan for activities.
	1.4 Present activities using prepared lesson plans and materials to teach a variety of skills.
	1.5 Plan schedules using a knowledge of child development and the facility time frame to implement in a child care setting.
	1.6 Plan a bulletin board using a variety of resources and a knowledge of child development.
	1.7 Plan and present language activities using a variety of methods and resources to enhance the communication skills of children.
	1.8 Prepare and present pre-reading activities using available resources.

1. Program for young children. (cont'd)

1.9 Present creative activities to assist children in expressing them-selves.

1.10 Prepare and present problem solving activities to teach children how to make decisions.

1.11 Prepare and present positive self-image activities to enhance the children's awareness of them-selves.

1.12 Prepare and present sensory activities to assist children in being aware of the world around them through their senses.

1.13 Prepare and present motor coordination activities to assist children in their total physical development.

1.14 Prepare and present cognitive activities to teach children basic skills they need.

1.15 Prepare and present self-help activities to teach children skills to be independent.

1.16 Prepare and present musical activities to motivate children to express themselves.

1.17 Prepare and present science activities to assist children in learning about the world around them.

1.18 Plan and present non-sexiest activities to assist children in being aware of their human potential in all areas of curriculum.

1.19 Prepare items to teach math concepts.

1.20 Plan and implement a field trip to enhance children's awareness of their community.

1.21 Prepare and present social studies activities to assist children in learning about people and community around them.

2. Safe environments for children.	2.1 Use health and safety procedures to maintain a safe environment for young children.
	2.2 Identify safety hazards using the environment and a knowledge of child development to correct the hazards.
	2.3 Correct safety hazards using areas identified and available resources to maintain a safe environment for children.
	2.4 Identify causes and effects using available resources to understand child abuse and neglect.
	2.5 Identify procedures using available resources from protective services to report suspected child abuse.
	2.6 Identify symptoms of common illness using guidelines from the Health Department to determine appropriate action.
	2.7 Utilize procedures and available resources to care for children with common illness.
	2.8 Identify basic first aid procedures to care for an injured child.
	2.9 Conduct emergency drills using facility procedures to direct children to safety.
	2.10 Clean facilities.
	2.11 Identify procedures to assist a child in cleanliness and toileting.
	2.12 Supervise children during rest or nap times to ensure their well being and safety.

3. Food service.	3.1 Provide food services activities for young children.
	3.2 Plan menus using a knowledge of nutrition to enhance a child's well-being.
	3.3 Implement eating time and a knowledge of child development to assist children in becoming independent.
	3.4 Practice personal sanitary and safety habits.
4. Techniques suitable for children's development.	4.1 Utilize management, discipline, and guidance techniques suitable to the levels of children's development in the center.
	4.2 Take attendance and do a health check for each child daily, recording any problems.
	4.3 Supervise free play time, indoors and outdoors.
	4.4 Keep observation and evaluation records for each child.
	4.5 Keep materials, equipment, supplies in order.
	4.6 Answer the phone, take routine messages; converse with parents in an appropriate manner.
	4.7 Identify and practice positive guidance techniques in communicating with children.
	4.8 Evaluate activities in terms of accomplishing objectives related to guiding and disciplining children.
5. Child care opportunities.	5.1 Explore child care opportunities and facilities in the community.
	5.2 Examine career opportunities in child care within the community.
	5.3 Describe characteristics and responsibilities of child care workers.

5.	Child care opportunities. (cont'd.)	5.4 Evaluate personal skills and interests in relation to specific career goals.
		5.5 Identify further education and/or training.
		5.6 Identify and visit a variety of child care facilities and sources of funding.
		5.7 Investigate personnel requirements for different facilities within the community.
		5.8 Describe typical equipment and arrangements of different child care facilities.
6.	Vocational student organization membership.	6.1 Participate in a vocational organization.
		6.2 Identify the advantages of participating in a vocational student organization
		6.3 Participate as a member of a vocational student organization
		6.4 Participate regularly in chapter meetings and activities at the state and local levels.
		6.5 State the purposes of the organization.
		6.6 Recite the Creed and interpret it.
		6.7 Plan and conduct the "Power of One" project.
7.	Development of leadership skills through VSO and related activities.	7.1 Demonstrate leadership development in:
		a. Social and interpersonal skills.
		b. Oral and written communication.
		c. Organization and management skills.
		d. Civic responsibilities.
		e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(OCCUPATIONAL HOME ECONOMICS)
20.0201 Child Care and Guidance Management and Services
Level III

20.0201 **Child Care and Guidance Management and Services, General** --- an instructional program that generally prepares individuals for occupations in child care and guidance, foster care/family day care, and teacher assistance, often under the supervision of professional personnel. Includes instruction in child growth and development; nutrition; program planning and management; safety and behavior guidance; recreational play activities; child abuse and neglect; parent-child personal relationships; learning experiences for children; interpersonal relationships; and laws, regulations, and policies relating to child-care services and maintenance of children's environment.

The program will provide instruction in:

1. On-the-job training.

The student will be expected to:

1.1 Demonstrate skills in working in a child care facility.

1.2 Determine and follow policies of assigned center (local nurseries, preschools, day care centers, elementary schools, etc.).

1.3 Take part in planning meetings and inservice sessions.

1.4 Plan and direct daily scheduled activities as appropriate.

1.5 Teach small groups or individuals in curriculum areas as directed.

1.6 Practice desirable working and employee habits.

1.7 Participate in discussions of children's needs, seeking guidance from co-op teacher and parents when problems arise.

1.8 Use appropriate techniques in attending to infants or children with special needs.

1.9 Observe, record, and report child behavior in objective ways.

2. Operation of child care center.	2.1 Perform clerical activities related to operating a child care facility.
	2.2 Demonstrate proper telephone etiquette using a facility telephone to assist a caller.
	2.3 Take messages to process information for employer and/or employees.
3. Procedures used by licensed operators.	3.1 Demonstrate the procedures used by licensed (child care) operators.
	3.2 Identify requirements using Department of Licensing resources to function as a licensed child care operator.
	3.3 Complete forms designated by the Department of Licensing to apply for a license to be licensed operator.
	3.4 Gather information to complete all forms required concerning children to be a licensed operator.
4. Employment in the child care field.	4.1 Use the skills necessary to attain employment in the child care field.
	4.2 Identify employment opportunities.
	4.3 Identify job requirements using health, physical, legal, education, and other occupational information.
	4.4 Acquire wage information to determine the approximate entry wages, general wage range, and significant fringe benefits for an occupation.
	4.5 Identify significant non-wage job characteristics to determine shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment, and other significant job factors.
	4.6 Explore employment opportunities to describe local, regional, and national employment opportunities for an occupation.

4. Employment in the child care field. (cont'd.)	4.7 Analyze career ladder to describe job progression in an occupation.
	4.8 Identify personal criteria and skills in decision making needed to choose a job, further training or other alternatives.
	4.9 Prepare a resume using personal information to apply for a job.
	4.10 Write a letter of application to apply/inquire about a job.
	4.11 Complete a job application to apply for a job.
	4.12 Demonstrate appropriate dress to comply with standards of on-the job dress and grooming.
	4.13 Complete a job interview using communication and interpersonal skills, to become employed.
	4.14 Describe personal criteria to identify acceptable job offers.
	4.15 Demonstrate interpersonal skills to achieve successful relationships with others.
	4.16 Identify sources of continuing education for an occupation using available resources to identify career ladder alternatives.
	4.17 Describe job termination procedures in occupational area to leave a particular job.
5. Vocational student organization membership.	5.1 Participate in a vocational organization.
	5.2 Identify the advantages of participating in a vocational student organization
	5.3 Participate as a member of a vocational student organization
	5.4 Participate regularly in chapter meetings and activities at the state and local levels.
	5.5 State the purposes of the organization.

5. Vocational student organization membership. (cont'd.)	5.6 Recite the Creed and interpret it.
	5.7 Plan and conduct the "Power of One" project.
6. Development of leadership skills through VSO and related activities.	6.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(OCCUPATIONAL HOME ECONOMICS EDUCATION)

20.0301 Clothing, Apparel, and Textiles Management, Production, and Services Exploratory

20.0301 **Clothing, Apparel, and Textiles Management, Production, and Services, General** — an instructional program that generally prepares individuals for occupations concerned with the entire spectrum of clothing, apparel, and textiles management, production, and services, including but not limited to construction; fabric and fabric care; pattern design; principles in clothing construction and selection; fitting and alterations of ready-to-wear garments; custom tailoring; clothing maintenance; and textiles testing.

The program will provide instruction in:

The student will be expected to:

A.1 Read and explain the information on a given garment label.

A.2 Demonstrate an understanding of logically ordered steps and perform the procedure after having read directions for a simple procedure.

A.3 Describe the clothing concept in a given story about clothing/textiles.

A.4 Match to its definition a given list of words and symbols commonly found in the area of clothing/textiles.

A.5 Identify specified information on clothing related charts.

A.6 Write an essay describing a clothing related topic.

A.7 State a first impression based on clothing and/or grooming from pictures of people.

A.8 Match to various roles pictures of people wearing clothing which indicate roles.

A.9 Tell the clothing clues which help identify different culture.

A.10 Locate various measurements on a ruler, a yardstick, or tape measure.

A.11 Determine correct size by comparing his/her body measurements to a size chart.

A.12 Compute the total cost of a list of materials needed for a project.

A.13 Select items within a specified clothing budget for a list of clothing to be purchased and catalogs or clothing ads.

A.14 Tell the effect of vertical, horizontal, diagonal lines in clothing on body size and/or shape.

A.15 Describe how clothing conformity and/or individuality reflects personal self and makes a public statement about self.

A.16 Will analyze a wardrobe and clothing needs, and make a plan to meet needs.

A.17 Describe the importance of factors which affect clothing choices/ purchases.

A.18 Make a clothing purchasing choice based on price, quality and care costs, and orally present a defense for this choice.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(OCCUPATIONAL HOME ECONOMICS EDUCATION)

20.0301 Clothing, Apparel, and Textiles Management, Production, and Services Level I

20.0301 **Clothing, Apparel, and Textiles Management, Production, and Services, General** — an instructional program that generally prepares individuals for occupations concerned with the entire spectrum of clothing, apparel, and textiles management, production, and services, including but not limited to construction; fabric and fabric care; pattern design; principles in clothing construction and selection; fitting and alterations of ready-to-wear garments; custom tailoring; clothing maintenance; and textiles testing.

The program will provide instruction in:	The student will be expected to:
1. Career opportunities.	1.1 Explore career opportunities in clothing and textile.
	1.2 State qualifications for clothing and textiles careers.
	1.3 Describe responsibilities of employers in various clothing textile occupations.
2. Socio-Psychological Aspects of Clothing.	2.1 Identify some personal and cultural values and attitudes which affect clothing selection.
	2.2 Identify the limitations on clothing choices imposed by the needs and values of other family members.
	2.3 Develop criteria in the selection of personal clothing that is becoming to the individual.
	2.4 Select appropriate clothing choices for a given situation and/or activity.
	2.5 Show how appearance and grooming affect one's self-concept.
	2.6 Develop criteria for the evaluation of fabrics and construction features for sewing and for ready-to-wear clothing.

2. Socio-Psychological Aspects of Clothing. (cont'd.)	2.7 Use the information given on labels in the selection and care of clothing textiles.
3. Tools and Equipment.	3.1 Identify and to use basic sewing tools and equipment.
	3.2 Demonstrate the operation and care of the sewing machine.
	3.3 Use the sewing machine and sewing equipment in a safe manner.
4. Clothing project selection.	4.1 Select and to use appropriate patterns and fabrics.
	4.2 Plan, complete and evaluate a simple project following directions.
5. Vocational student organization membership.	5.1 Participate in a vocational organization.
	5.2 Identify the advantage of participating in vocational student organizations.
	5.3 Participate as a member of a vocational student organization.
	5.4 Participate regularly in chapter meetings and activities at the state and local levels.
	5.5 State the purpose of the organization.
	5.6 Recite the Creed and interpret it.
	5.7 Plan and conduct the "Power of One" Project.
6. Development of leadership skills through VSO and related activities.	6.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(OCCUPATIONAL HOME ECONOMICS EDUCATION)
20.0301 Clothing, Apparel, and Textiles Management, Production, and Services
Level II

20.0301 **Clothing, Apparel, and Textiles Management, Production, and Services, General** — an instructional program that generally prepares individuals for occupations concerned with the entire spectrum of clothing, apparel, and textiles management, production, and services, including but not limited to construction; fabric and fabric care; pattern design; principles in clothing construction and selection; fitting and alterations of ready-to-wear garments; custom tailoring; clothing maintenance; and textiles testing.

The program will provide instruction in:	The student will be expected to:
1. Fibers and fabrics.	1.1 Analyze properties and characteristics of fibers and fabrics.
	1.2 Identify categories of fibers.
	1.3 State the affect of fiber characteristics on fabrics.
	1.4 Discuss reaction of various fibers to certain conditions such as light, moisture, temperature and stress.
	1.5 Define yarn terms.
	1.6 Define fabric terms.
	1.7 Identify the location of care labels on garments.
	1.8 Read and follow a spot removal chart.
	1.9 Identify characteristics of textile finishes.
2. Industrial sewing.	2.1 Correctly maintain and use an industrial machine.
	2.2 Demonstrate how to correctly use and maintain an industrial sewing machine.
	2.3 List tasks which are commonly performed on an industrial sewing machine.
	2.4 Demonstrate skills in industrial sewing.

2.	Industrial sewing. (cont'd.)	2.5 Identify equipment needed in industrial sewing.
		2.6 State function of equipment in industrial sewing.
		2.7 Properly use equipment in industrial sewing.
		2.8 Correctly take care of an industrial sewing machine.
		2.9 Identify terms related to industrial sewing machine.
		2.10 Wind bobbin and correctly thread industrial sewing machine.
		2.11 Demonstrate industrial sewing machine safety.
3.	Social-Psychological Aspects.	3.1 Analyze housing needs as determined by needs and values of persons involved.
		3.2 Identify current housing trends.
		3.3 Analyze social and cultural aspects of housing.
		3.4 Demonstrate healthy physical fitness habits.
		3.5 Develop appropriate grooming habits.
		3.6 Select the appropriate dress for career decisions.
		3.7 Display a mature attitude.
4.	Human Relationships.	4.1 Use public relations skills to promote business functions.
5.	Labels.	5.1 Read and understand labels.
		5.2 Describe the Textile Fiber Products Identification of 1958.
		5.3 State provisions of the Flammable Fabrics Act of 1953.
		5.4 State function of permanent care labeling (1972).

6. Vocational student organization membership.	6.1 Participate in a vocational organization.
	6.2 Identify the advantage of participating in vocational student organizations.
	6.3 Participate as a member of a vocational student organization.
	6.4 Participate regularly in chapter meetings and activities at the state and local levels.
	6.5 State the purpose of the organization.
	6.6 Recite the Creed and interpret it.
	6.7 Plan and conduct the "Power of One" Project.
7. Development of leadership skills through VSO and related activities.	7.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(OCCUPATIONAL HOME ECONOMICS EDUCATION)

20.0301 Clothing, Apparel, and Textiles Management, Production, and Services
Level III

20.0301 **Clothing, Apparel, and Textiles Management, Production, and Services, General** — an instructional program that generally prepares individuals for occupations concerned with the entire spectrum of clothing, apparel, and textiles management, production, and services, including but not limited to construction; fabric and fabric care; pattern design; principles in clothing construction and selection; fitting and alterations of ready-to-wear garments; custom tailoring; clothing maintenance; and textiles testing.

The program will provide instruction in:	The student will be expected to:
1. Customer relations.	1.1 Establish and maintain good relations with customers.
	1.2 Establish and maintain good relations with customers.
	1.3 Utilize effective means for letting public know about business.
	1.4 Demonstrate courteous and cooperative manners when dealing with customers.
2. Pattern alteration.	2.1 Design and alter a pattern to ensure customer fit.
	2.2 Design or alter a pattern to ensure customer fit of garment.
	2.3 Determine work agreements based on accurate judgement of difficulty, time and cost.
3. Garment construction.	3.1 Use proper techniques to complete a garment.
	3.2 Demonstrate the ability to achieve quality in custom sewing thorough use of appropriate efficient construction techniques.
	3.3 Analyze garment for details to fit.
	3.4 Accurately adjust a garment to correct fitting problems.
	3.5 Use proper techniques to complete a garment.

4.	Garment repair and maintenance.	4.1 Extend the life of a garment.
		4.2 Demonstrate the ability to extend life of garments through effective repairs.
		4.3 Determine price and time needed for making repairs.
		4.4 Use appropriate techniques for making various repairs.
5.	Garment alterations.	5.1 Alter a garment.
		5.2 Demonstrate how to fit garments on customer to correct fitting problems while maintaining grain in fabric.
		5.3 Analyze customer's fitting problems.
		5.4 Propose alterations to resolve fitting problems.
		5.5 Compute cost of specific alterations.
		5.6 Utilize sound business procedures in working with customers.
6.	Business practices and principles.	6.1 Demonstrate skill in business practices and principles.
		6.2 Name resources used to locate customer sewing jobs.
		6.3 Summarize consumers' rights and responsibilities regarding housing.
		6.4 Identify recent developments in housing, furnishings and equipment.
		6.5 Describe possible problems in working with customers.
		6.6 Plan a sewing area.
		6.7 Calculate change.
		6.8 Develop a resume.
		6.9 Complete a job application.

7. Aesthetics and the Living Environment.	7.1 Apply elements and principles of design to the selection and arrangement of home interiors, furnishings and appointments.
	7.2 Analyze general characteristics to be used in selecting designs for interiors and exterior components.
	7.3 Identify selection rules for various types of floors and floor coverings.
	7.4 Select various forms of wall coverings.
	7.5 Select window treatments and coverings for various kinds of windows.
	7.6 Evaluate room accessories for the home.
	7.7 Classify basic furniture design and periods.
	7.8 Identify styles of housing architecture.
	7.9 Analyze housing in terms of basic construction and materials used.
	7.10 Analyze landscaping as to basic principles and energy conservation.
	7.11 Locate and evaluate sources of information regarding home interiors and construction.
8. Furnishings and Equipment.	8.1 Analyze the changes in furniture and equipment needs throughout the life cycle.
	8.2 Apply principles of appropriate room arrangements.
	8.3 Demonstrate ways for renovating and recycling furnishings and equipment for the home.
	8.4 Assess the use of budget furnishings.

8.	Furnishings and Equipment (cont'd.).	8.5 Derive ways to furnish living environment by improvising.
		8.6 Evaluate information sources for selecting, using and caring for furnishings and equipment.
9.	Occupations and Careers.	9.1 Examine job and career opportunities related to housing, home furnishings and equipment.
		9.2 Identify skills, competencies and educational requirements for job choices.
		9.3 Identify opportunities within the community in housing related areas.
10.	Vocational student organization membership.	10.1. Participate in a vocational organization.
		10.2 Identify the advantage of participating in vocational student organizations.
		10.3 Participate as a member of a vocational student organization.
		10.4 Participate regularly in chapter meetings and activities at the state and local levels.
		10.5 State the purpose of the organization.
		10.6 Recite the Creed and interpret it.
		10.7 Plan and conduct the "Power of One" Project.
11	Development of leadership skills through VSO and related activities.	11.1 Demonstrate leadership development in:
		a. Social and interpersonal skills.
		b. Oral and written communication.
		c. Organization and management skills.
		d. Civic responsibilities.
		e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(OCCUPATIONAL HOME ECONOMICS EDUCATION)
20.0401 Food Production, Management and Services
Level I

20.0401 **Food Production, Management, and Services, General** — an instructional program that generally prepares individuals in managerial, production, and service skills used in institutional, commercial, or self-owned food establishments, or other food industry occupations. Includes instruction in planning, selecting, storing, purchasing, preparing, and servicing quantity food and food products; nutritive values; safety and sanitation precautions; use and care of commercial equipment; serving techniques; special diets; and management of food establishments

The program will provide instruction in:	The student will be expected to:
1. The food service industry.	1.1 Demonstrate an understanding of the history, outlook and requirements of the food service industry.
	1.2 Identify the types of food service operations.
	1.3 Explore the impact of the food service industry on the local economy.
	1.4 Identify occupational and career ladders in food service.
	1.5 Identify industry, school, and classroom requirements for food service.
	1.6 Explore the history of food and food service.
2. Industry standards and expectations.	2.1 Investigate appropriate attitudes and work ethics in the food service industry, emphasizing industry standards and expectations.
3. Sanitation.	3.1 Investigate the basics of sanitation as it applies to the food service industry.
	3.2 Identify how foodborne bacteria are transmitted and how they may be controlled.

3.	Sanitation. (cont'd.)	3.3 Identify proper procedures for protecting food during preparation and serving.
		3.4 Employ the requirements for a safe foodhandler.
		3.5 Demonstrate proper techniques of cleaning and sanitizing, food preparation areas.
		4.1 Examine the tools and equipment used in the food industry and how to use and care for them properly.
		4.2 Identify and demonstrate proper use, care and maintenance of kitchen tools and equipment.
5.	Basic trade terminology.	5.1 Discuss basic trade terminology and units of measurement.
		5.2 Interpret basic food preparation, serving and sanitizing terms.
		5.3 Demonstrate correct measuring and weighing techniques for volume and weight.
		5.4 Adjust and use a standardized recipe.
		5.5 Recognize abbreviations used in recipe.
6.	Basic nutrition.	6.1 Recognize the principles of basic nutrition.
		6.2 Identify the functions and sources of each of the major nutrients.
		6.3 Identify and define the basic food groups of good nutrition.
		6.4 Interpret the dietary guidelines for Americans.
7.	Menu planning.	7.1 Describe the basic types of menus and the components of good menu planning.
		7.2 Define basic menu classifications and terms.
		7.3 Select items for menus based on the components of good menu planning.

7.	Menu planning. (cont'd.)	7.4 Analyze breakfast menus for variety, interest, and nutritional adequacy.
8.	Fruit and vegetable preparation.	8.1 Identify common fruits and vegetables and the proper receiving, storing, handling, cooking and serving procedures.
		8.2 Identify fruits and vegetables.
		8.3 Recognize good quality fruits and vegetables when receiving.
		8.4 Demonstrate proper receiving and storing of fruits and vegetables.
		8.5 Demonstrate appropriate preparation techniques for fruits and vegetables.
		8.6 Arrange fruits and vegetables for eye appeal.
		8.7 Evaluate the flavor of fruits and vegetables.
		8.8 Identify the nutritional value of fruits and vegetables.
9.	Salad preparation.	9.1 Identify basic types of salads and dressings, the ingredients used, and the proper handling and serving procedures..
		9.2 Identify common salads, dressings, and ingredients used in salads and dressings.
		9.3 Recognize good quality ingredients used in salads.
		9.4 Demonstrate proper receiving and storing of salad ingredients.
		9.5 Demonstrate the proper way to make salads and dressings.
		9.6 Evaluate the flavor of salads and dressings.
		9.7 Identify the nutritional value of salads and dressings.
10.	Appetizers and garnish preparation.	10.1 Identify appetizers and garnishes and their proper use.

10.	Appetizers and garnish preparation. (cont'd.)	10.2 Identify most common types of appetizers and garnishes.
		10.3 List the proper use of garnishes.
		10.4 Evaluate the flavor of appetizers.
		10.5 Arrange appetizers and garnishes in a colorful and attractive manner.
11.	Cheese products preparation.	11.1 Examine types of cheese, and the proper receiving, storing, handling, cooking and serving.
		11.2 Identify most of the common cheeses.
		11.3 Recognize the quality of cheese.
		11.4 Demonstrate proper receiving and storing of cheese.
		11.5 Demonstrate basic techniques of cooking with cheese.
		11.6 Analyze the nutritional value of cheese.
12.	Sandwich preparation.	12.1 Identify common types of sandwiches, the different varieties, and the many types of fillings.
		12.2 Recognize and identify all common sandwiches.
		12.3 Demonstrate the preparation of most sandwiches.
		12.4 Demonstrate the proper handling and storing of sandwiches.
		12.5 Analyze the nutritional value of sandwiches and fillings.
13.	Breakfast preparation.	13.1 Examine the procedures used when selecting, preparing, and serving breakfast items.
		13.2 Prepare fruits and juices.
		13.3 Prepare breakfast cereals.
		13.4 Mix and prepare pancake, fritter, waffle, and French toast batters.

13.	Breakfast preparation. (cont'd.)	13.5 Explain the difference between and American plan and Continental plan breakfast menu.
		13.6 Identify and prepare common breakfast meals.
		13.7 Analyze the nutritional value of breakfast.
14.	Beverage Preparation.	14.1 Identify and prepare common beverages.
		14.2 List and identify common beverages.
		14.3 Demonstrate the proper use and care of beverage equipment.
		14.4 Prepare and serve common beverages.
		14.5 Determine nutritive value of beverages.
15.	Egg marketing and preparation.	15.1 Examine market forms, storage, preparation, and related use of eggs in food preparations.
		15.2 Identify the grades, sizes, market forms, and weight of eggs.
		15.3 Identify the uses of eggs in food preparation.
		15.4 Prepare eggs using various cooking techniques.
		15.5 Determine the nutritive value of eggs.
16.	Yeast and quick breads.	16.1 Identify and prepare yeast and quick breads.
		16.2 Identify the basic baking ingredients and their function.
		16.3 Identify various quick and yeast breads and their characteristics.
		16.4 State the types of batters and doughs used in quick and yeast breads and mix each type correctly.

16.	Yeast and quick breads. (cont'd.)	16.5 Evaluate quick and yeast breads for quality characteristics.
		16.6 Recognize common bread faults and their causes.
		16.7 Prepare quick breads and yeast breads from frozen doughs and packaged mixes.
		16.8 Identify mixing and handling techniques which affect the quality of bread products.
17.	Vocational student organizations.	17.1 Participate in a vocational organization.
		17.2 Identify the advantages of participating in a vocational student organization
		17.3 Participate as a member of a vocational student organization
		17.4 Participate regularly in chapter meetings and activities at the state and local levels.
		17.5 State the purposes of the organization.
		17.6 Recite the Creed and interpret it.
		17.7 Plan and conduct the "Power of One" project.
18.	Development of leadership skills through VSO and related activities.	18.1 Demonstrate leadership development in:
		a. Social and interpersonal skills.
		b. Oral and written communication.
		c. Organization and management skills.
		d. Civic responsibilities.
		e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(OCCUPATIONAL HOME ECONOMICS EDUCATION)
20.0401 Food Production, Management and Services
Level II

20.0401 **Food Production, Management, and Services, General** — an instructional program that generally prepares individuals in managerial, production, and service skills used in institutional, commercial, or self-owned food establishments, or other food industry occupations. Includes instruction in planning, selecting, storing, purchasing, preparing, and servicing quantity food and food products; nutritive values; safety and sanitation precautions; use and care of commercial equipment; serving techniques; special diets; and management of food establishments

The program will provide instruction in:

1. Dessert and pastry preparation.

The student will be expected to:

1.1 Prepare basic desserts and pastries.

1.2 Identify a variety of desserts and pastry products.

1.3 Compare the creaming, two-stage, and sponge methods of cake mixing.

1.4 Weigh, mix, scale, and bake cake batters.

1.5 Identify and prepare cake icing.

1.6 Prepare pie crusts.

1.7 Identify and prepare the main types of pie fillings.

1.8 Compare the creaming and one-stage methods of cookie mixing.

1.9 Identify and prepare each of the classes of cookies.

1.10 Compare the cornstarch, custard, and steamed puddings.

1.11 Prepare puddings.

1.12 Prepare gelatin based desserts.

2. Meat identification and preparation.	2.1 Describe the major varieties of meats and their uses in the food service industry.
	2.2 Identify primal and wholesale cuts of meats.
	2.3 Recognize meat identification and certification terms.
	2.4 Explain meat cooking terms.
	2.5 Define and demonstrate procedures for moist heat cooking.
	2.6 Define and demonstrate procedures for dry heat cooking.
	2.7 Identify and demonstrate appropriate preparation techniques for various cuts of beef, pork, lamb and veal.
	2.8 Identify the tests for degrees of doneness of meat by various methods.
	2.9 Identify and compare the common meat tenderizing methods.
	2.10 Describe the nutritional value of meat.
3. Poultry identification and preparation.	3.1 Describe the major varieties of poultry and their uses in the food service industry.
	3.2 Describe common cheeses, types and market forms of poultry.
	3.3 Identify various types of poultry dishes.
	3.4 State proper storing procedures for poultry.
	3.5 Identify and demonstrate the appropriate preparation techniques for a variety of poultry forms.
	3.6 Cut up a whole chicken.
	3.7 Roast a turkey.
	3.8 Identify the nutritional values of poultry.

4. Fish and shellfish identification preparation.	4.1 Identify and prepare fish and shellfish.
	4.2 Describe the species, characteristics and market forms of fish and shellfish.
	4.3 Identify fish by fat content.
	4.4 Identify and demonstrate various methods of fish and shellfish preparation.
	4.5 Identify proper handling and storage methods for fish and shellfish.
	4.6 Identify the nutritional value of fish and shellfish.
5. Sauce preparation.	5.1 Investigate common sauces and their variations.
	5.2 Identify and prepare a variety of sauces.
	5.3 Identify safety procedures for sauces preparation and handling.
	5.4 Identify nutritional value of sauces.
6. Stock and soup preparation.	6.1 Examine basic kinds of stocks and soups.
	6.2 Identify principles of stock cookery.
	6.3 Identify and prepare basic stocks.
	6.4 Identify principles of soup cookery.
	6.5 Identify and prepare basic soups.
	6.6 Identify nutritional value of stocks and soups.

7.	Safety and first aid principles.	7.1	Examine basic principles of safety and first aid and their application to the individual, co-worker, customer, and work place.
		7.2	Identify common hazards associated with food service and state measures of prevention.
		7.3	Identify and locate all safety devices and demonstrate proper use.
		7.4	Demonstrate correct emergency first aid for accidents.
8.	Sanitation.	8.1	Investigate the basics of sanitation as it applies to the food service industry.
		8.2	List the basics for the purchasing and storing of safe food.
		8.3	List proper procedure for pest control.
		8.4	Design a program for managing a sanitary food service.
		8.5	List sanitation regulations and standards.
		8.6	Define food service sanitation terminology.
9.	Menu planning.	9.1	Examine that basic types of menus and the components of good menu planning.
		9.2	Analyze lunch menus for variety, interest and nutritional adequacy.
10.	Food cost control.	10.1	Investigate basic techniques of controlling food costs and costing out recipes.
		10.2	Identify and explain cost control factors.
		10.3	Define portion control and describe how it relates to cost control.
		10.4	Cost out recipes and compute a menu price utilizing a standard food cost percentage.

11.	Food purchasing and storage.	11.1 Examine the basic skills of purchasing, receiving, and storing of food and beverages used in a food service establishment.
		11.2 Describe steps in the food purchasing process.
		11.3 Identify and correctly use the following forms: purchase order, receiving logs, and inventory sheets.
		11.4 Explain proper storage procedures and temperature control for all goods received.
12.	Food industry service.	12.1 Investigate the service area of food industry.
		12.2 Serve customers with pride and efficiency.
		12.3 Perform the duties of the dining room attendant.
		12.4 Perform the duties of a waiter/waitress.
		12.5 Perform the duties of a cashier.
		12.6 Perform the duties of a host/hostess
13.	Vocational student organizations.	13.1 Participate in a vocational organization.
		13.2 Identify the advantages of participating in a vocational student organization
		13.3 Participate as a member of a vocational student organization
		13.4 Participate regularly in chapter meetings and activities at the state and local levels.
		13.5 State the purposes of the organization.
		13.6 Recite the Creed and interpret it.
		13.7 Plan and conduct the "Power of One" project.

14. Development of leadership skills through VSO and related activities.	14.1 Demonstrate leadership development in: a. Social and interpersonal skills. b. Oral and written communication. c. Organization and management skills. d. Civic responsibilities. e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(OCCUPATIONAL HOME ECONOMICS EDUCATION)
20.0401 Food Production, Management and Services
Level III

20.0401 **Food Production, Management, and Services, General** — an instructional program that generally prepares individuals in managerial, production, and service skills used in institutional, commercial, or self-owned food establishments, or other food industry occupations. Includes instruction in planning, selecting, storing, purchasing, preparing, and servicing quantity food and food products; nutritive values; safety and sanitation precautions; use and care of commercial equipment; serving techniques; special diets; and management of food establishments

The program will provide instruction in:	The student will be expected to:
1. Job applications.	1.1 Examine procedures to be followed when applying for a job.
	1.2 Complete an application form.
	1.3 Recognize the importance of proper grooming and dress.
	1.4 Write a letter of introduction (cover letter).
	1.5 Write a resume.
	1.6 Participate in a mock interview.
	1.7 Write a follow-up thank you letter.
2. Personal financial management.	2.1 Compute wages and payroll deductions.
3. On-the-job training.	3.1 Practice acquired skills in a co-operative work experience.
	3.2 Identify possible employment in the food service industry.
	3.3 Secure employment in the food service industry.

3.	On-the-job training. (cont'd.)	3.4 Exhibit the following attributes: a. Dependability. b. Promptness. c. Initiative. d. Accuracy. e. Loyalty. f. Self-Price. g. Punctuality. h. Confidentiality. i. Honesty. j. Cooperation. k. Cleanliness of self and work place. l. Productivity. m. Communication. n. competition of tasks. o. Positive attitudes and enthusiasm toward the job.
4.	Menu Planning.	4.1 Examine the basic types of menus and the components of good menu planning. 4.2 Analyze dinner menus for variety, interest and nutritional adequacy. 4.3 Create a breakfast, lunch or dinner menu for commercial preparation.
5.	Kitchen Supervision.	5.1 Supervise various aspects of food service preparations. 5.2 Direct preparation of salads, soup, entrees or desserts in a commercial kitchen. 5.3 Direct clean-up and sanitizing of kitchen areas.
6.	Vocational student organization membership.	6.1 Participate in a vocational organization. 6.2 Identify the advantages of participating in a vocational student organization 6.3 Participate as a member of a vocational student organization 6.4 Participate regularly in chapter meetings and activities at the state and local levels. 6.5 State the purposes of the organization. 6.6 Recite the Creed and interpret it.

6. Vocational student organization membership. (cont'd)	6.7 Plan and conduct the "Power of One" project.
7. Development of leadership skills through VSO and related activities.	7.1 Demonstrate leadership development in: a. Social and interpersonal skills. b. Oral and written communication. c. Organization and management skills. d. Civic responsibilities. e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(OCCUPATIONAL HOME ECONOMICS EDUCATION)
20.0406 Food Service
Level I

20.0406 **Food Service** — an instructional program that prepares individuals to select, purchase, prepare, or produce food in quantities; preserve nutritive value of foods; follow standard recipes for quality control; prepare and serve quality foods; receive, store, and issue foods and supplies; select and use commercial equipment for production and services; observe safety precautions and sanitation regulations; store and handle food and equipment; clean food preparation and service areas; take inventories; and work in or manage food-service establishments.

The program will provide instruction in:	The student will be expected to:
1. Monitor and store supplies.	1.1 Recognize and separate incoming supplies.
	1.2 Match invoice to goods received.
	1.3 Recognize and handle damaged goods.
	1.4 Store food.
2. Clean and sanitize service area.	2.1 Select appropriate cleaning procedures.
	2.2 Recognize and use chemicals.
	2.3 Clean floors.
	2.4 Monitor dish washing temperatures.
	2.5 Sanitize tools and equipment.
	2.6 Clean hood and filters.
	2.7 Clean and monitor restrooms.
3 Operate equipment.	3.1 Run dishwasher.
	3.2 Use food disposer.
	3.3 Use steam jenny.
	3.4 Operate floor cleaning equipment.
	3.5 Operate other equipment.

4. Implement safety procedures.	4.1 Insure safe storage of supplies.
	4.2 Practice safe procedures in cleaning and sanitizing kitchen and service areas.
	4.3 Handle tools and equipment safely.
	4.4 Recognize and eliminate fire hazards.
5. Demonstrate personal hygiene.	5.1 Bathe daily.
	5.2 Use hair restraints.
	5.3 Keep facial hair well groomed.
	5.4 Clean hands and trim nails.
	5.5 Remove jewelry.
	5.6 Treat and cover cuts and sores.
	5.7 Wear clean uniforms.
6. Perform required employability skills.	6.1 Follow food service policies and procedures.
	6.2 Display a positive attitude.
	6.3 Cooperate with co-workers.
	6.4 Comprehend job specs.
	6.5 Follow written and verbal instruction.
	6.6 Communicate verbally and in writing.
7. Vocational student organization membership.	7.1 Participate in a vocational organization.
	7.2 Identify the advantages of participating in a vocational student organization
	7.3 Participate as a member of a vocational student organization
	7.4 Participate regularly in chapter meetings and activities at the state and local levels.
	7.5 State the purposes of the organization.

7. Vocational student organization membership. (cont'd)	7.6 Recite the Creed and interpret it.
	7.7 Plan and conduct the "Power of One" project.
8. Development of leadership skills through VSO and related activities.	8.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and management skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.

CURRICULUM STANDARDS
FOR
VOCATIONAL HOME ECONOMICS
(OCCUPATIONAL HOME ECONOMICS EDUCATION)
20.0406 Food Service
Level II

20.0406 Food Service -- an instructional program that prepares individuals to select, purchase, prepare, or produce food in quantities; preserve nutritive value of foods; follow standard recipes for quality control; prepare and serve quality foods; receive, store, and issue foods and supplies; select and use commercial equipment for production and services; observe safety precautions and sanitation regulations; store and handle food and equipment; clean food preparation and service areas; take inventories; and work in or manage food-service establishments.

The program will provide instruction in:	The student will be expected to:
1. Comprehend and interpret weights and measures.	1.1 Use weighting devices.
	1.2 Use measuring devices.
	1.3 Convert recipes.
	1.4 Apply portion control.
2. Pre-prepare menu items.	2.1 Identify varieties of food.
	2.2 Interpret culinary terms.
	2.3 Determine "state" of food.
	2.4 Identify herbs and spices.
	2.5 Follow recipes.
	2.6 Clean fruits and vegetables.
	2.7 Store food.
3. Maintain a constant state of readiness.	3.1 Follow a production sheet.
	3.2 Prepare garnishes.
	3.3 Anticipate needs and replenish supplies.
	3.4 Set-up and break down service areas.

4. Use tools and equipment.	4.1 Employ proficient knife skills.
	4.2 Use various hand tools.
	4.3 Operate service equipment.
	4.4 Operate food preparation equipment.
	4.5 Operate food production equipment.
	4.6 Operate steam equipment.
	4.7 Implement safety procedures and principles.
5. Demonstrate personal hygiene.	5.1 Bathe daily.
	5.2 Use hair restraints.
	5.3 Keep facial hair well groomed.
	5.4 Clean hands and trim nails.
	5.5 Remove jewelry.
	5.6 Treat and cover cuts and sores.
6. Perform required employability skills.	6.1 Follow food service policies and procedures.
	6.2 Display a positive attitude.
	6.3 Cooperate with co-workers.
	6.4 Comprehend job specs.
	6.5 Follow written and verbal instruction.
	6.6 Communicate verbally and in writing.

7. Vocational student organization membership.	7.1 Participate in a vocational organization.
	7.2 Identify the advantages of participating in a vocational student organization
	7.3 Participate as a member of a vocational student organization
	7.4 Participate regularly in chapter meetings and activities at the state and local levels.
	7.5 State the purposes of the organization.
	7.6 Recite the Creed and interpret it.
	7.7 Plan and conduct the "Power of One" project.
8. Development of leadership skills through VSO and related activities.	8.1 Demonstrate leadership development in:
	a. Social and interpersonal skills.
	b. Oral and written communication.
	c. Organization and manage-ment skills.
	d. Civic responsibilities.
	e. Parliamentary procedures.